



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: PS/IS 384

32K384

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SUPERINTENDENT: MS. LILLIAN DRUCK

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
Brunhilda Perez	*Principal or Designee	
Victor Victoria	*UFT Chapter Leader or Designee	
Stacey Malave	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marilyn Cruz	Member/CSA	
Courtney Mancuso	Member/UFT	
Robin Barron	Member/UFT	
Rosemarie Casaccio	Member/UFT	
Yudelka Taveras	Member/Parent	
Luci Cruz	Member/Parent	
Carmen Segundo	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

- To engage all students with at least one literacy performance task and one math performance task that are embedded, respectively, in a literacy unit and math unit, each of which is aligned to strategically selected Common Core Learning Standards. By June 2012, 51% of the students will demonstrate one level of growth in the following Common Core Literacy and Math Standards: 1) Common Core Writing Standard 1: the statement of an opinion relative to a topic. The growth is to be measured by a teacher designed *Six Traits Writing Rubric* aligned with the Common Core Writing Standard I.2) Common Core Math Standard #3 which requires the students to Construct a Viable Argument and Critique the Reasoning of Others. The growth is to be measured by a teacher created math rubric aligned to the Common Core Math Standard.

Comprehensive needs assessment

Analysis of the *NYC Progress Report 2010-11* shows the following:

Student Performance Grade = C on an overall School Progress Report Grade of B

Analysis of the data on *NY Start* shows the following:

Student Performance at Proficiency Level in Grades 3-8 in 2011 NYS English Language Arts Assessment is at 37%, a decrease of 2 percentage points from 2010 Student Performance at Proficiency Level of 39%

Analysis of the *New York State 2010-11 Accountability and Overview Report* shows the following:

All Students met AYP

Subgroup Performance: Students with Disabilities met AYP

Limited English Proficient did not meet AYP

Instructional strategies/activities

This is to be accomplished by the following plan:

- The Common Core Learning Standards addressed for Literacy will be strategically selected:
Literary focus on Reading Informational Text Standards 1 and 10;
Writing Standard 1
- The Common Core Learning Standards addressed for Math will be strategically selected:
Model with Mathematics (#4)
Construct Viable Arguments and Critique the Reasoning of Others (#3). The domain of focus represents key content in each

Grade.

- Achieve3000.com is utilized during the instructional day and small group Zero Hour. The curriculum of this program utilizes non-fiction texts. At least two lessons a week are structured around the strategy of presenting an opinion followed by a coherent and cohesive argument. Since this literacy instruction is aligned with the Common Core State Learning Standards, it supports the students as they strive to develop proficiency in CCSS Writing Standard I.
- Every Achieve3000 lesson also opens to a math window that addresses various math domains. Some activities require students to justify their answers.
- The teachers in Grade 3 will address this objective by embedding into their literacy and math curriculum maps a complete instructional unit developed from texts of sufficient rigor as recommended in Appendix 2 of the Common Core State Standards.
- The Professional Collaborative Teams have copies of their grade appropriate Common Core Literacy Task Bundles published in ARIS to serve as a guided reference.
- Every teacher has the website address to access the Literacy and Math bundles.
- The Math bundle for each grade is set for school-wide distribution in January.
- Each grade will utilize resources from the New York State Common Core Learning Standards website to embed the CCSS tasks into the curriculum maps.
- Curriculum maps for Literacy and Math are in place and will form the basis for embedding the Common Core performance task into meaningful instruction
- Reading Street is utilized in grades K-5. This ensures cohesive and rigorous instruction that is research based.
- Everyday Math is utilized in grades K-5, and Impact Math is utilized in grades 6-8.
- The prep schedule has been set up to provide one period a week for the teacher representatives from each grade level to meet as a Common Core Professional Collaborative Team. The process of incorporating the Common Core Writing Standards into the *Six Traits* Writing Rubrics, utilized school-wide, is a task for this team that is ongoing from the previous school year.
- In January the Common Core Professional Collaborative Team will focus their attention to the Math performance tasks and rubrics.
- On Thursdays, the Extended Day time has been programmed for the meetings of the professional collaborative teams on each grade level, including Clusters. Therefore, 100% teachers are engaged in Inquiry work.
- There has also been grade level alignment of the Teachers' Professional Periods to follow the Extended Day. Teachers at each grade level have been allotted sufficient time to develop the Common Core Literacy Performance Task.. This focus will turn to Math in January.
- The Saturday Program targets the ELLs in grades 3-8.and provides Instruction in both ELA and Math, one hour per content area.
- The Zero Hour Program provides math instruction for Ells in grades 6-8. Two teachers for the program ensure individualized small group instruction.
- As of December, the Extended Day Program will offer two days of literacy instruction and one day of math instruction.

Strategies to increase parental involvement

- Cook Shop For Families, a series of 6 parent workshops , run by the Parent Coordinator and the Assistant Principal teaches parents the same information their children learn in the Cook Shop for students. Like their children, parents discuss and evaluate what constitutes healthy eating.

Strategies for attracting Highly Qualified Teachers (HQT)

- N/A All teachers are Highly Qualified Teachers.

Service and program coordination

- This school participates in Cook Shop for grades for Pre K-3 and Grade 5. This program's discussion and language activities support CCSS 1 in the evaluation and analysis of *what is or is not* a healthy snack.
- Nutrition Program for students and administration—nutritionist and student representatives from grades 3-8 meet once a month to review the nutritional value of the lunch and breakfast
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- SAPIS Program guides students in making healthy living choices, thereby reducing violence, drug use, and smoking. The oral and written activities reflect CCSS in the reading of informational text and discussion and writing of opinions.
- To support our students in their tasks to meet Common Core State Standards, this school does the following:
 - Distributes back packs with school supplies
 - Pays for instructional trips for students in financial need
 - Partners with local organizations to distribute meals for Thanksgiving and Christmas
 - Partners with local organizations to participate in Toys for Tots
 - Partners with local organizations to receive winter coats for students in need
 - Pays for restaurant meal for parents and their child who maintains 100% Attendance for the school year
- Anti Bullying Program *Respect for Me* aims to foster student awareness of the ways in which self respect leads to respect for others. A period for class discussions at a grade appropriate level are programmed into the weekly schedules in grades K-8. The discussion requires the students to engage in evaluative thinking and form and justify an opinion. These are reflective of the CCSS.
- The Peer Mediation Program is set to begin in January, 2012. The Assistant Principal and selected students have been trained by city representatives. The concept of this program involves the rigor of the CCSS, The discussion requires thinking in the higher levels of Bloom's Taxonomy and the forming and justifying of one's opinion.

Budget and resources alignment

- Fiscal Resources: Tax Levy

Human Resources: Staff:

- Assistant Principals attend the Professional Collaborative Team meetings for their respective grades.

- Principal and Assistant Principal attend the school wide CCSS Team Meeting.
- Administrators maintain schedules for meetings to occur.
- Every teacher (Classroom, SETSS, Speech, Library, Content Area, Technology, and AIS) is part of a collaborative team and has specific responsibilities for implementing a learning task aligned to the Common Core State Standards
- Grade 3 classroom teachers and an AIS Teacher are responsible for the complete CCSS aligned Reading and Writing Unit.

Annual Goal #2

- To improve the instructional effectiveness of teachers by utilizing a clearly defined rubric to provide frequent pedagogical observation and relevant feedback for teachers.
By June, 2012, as participants in the Talent Management Pilot, the Administrative staff will have utilized the rubrics *for Danielson's Framework for Teaching* to measure teacher effectiveness by providing feedback observations for teachers. The administrators will have engaged in four observations and provided appropriate feedback for the classroom teachers.

Comprehensive needs assessment

- Throughout the years administration and faculty have participated in in-house literature circles to “keep current” with pedagogical theory and practice. Therefore, there was a positive reaction to the idea of participation in this pilot program to better prepare administration and faculty for the teacher evaluation rubrics that will be in place throughout New York State in 2014..

Instructional strategies/activities

This is to be accomplished by the following plan:

- A number of teachers received copies of Danielson's *Framework for Teaching* in June, 2011, and the remainder will receive copies of the book by June, 2012.
- It was collaboratively decided to focus on the following domains of Danielson's *Framework for Teaching Rubric*: Classroom Culture for Learning and Teacher Questioning Techniques.
- Teachers are well versed in Bloom's Taxonomy.
- In the September introduction to the Talent Management Pilot, teachers received copies of Danielson's Rubrics that are specifically utilized in the feedback observations. .
- Teachers hold leadership roles in the Professional Collaborative teams.
- Teachers at every grade level collaboratively analyze student data and adjust their instruction accordingly. The meetings occur weekly and have been programmed as part of the Extended Day.
- Teacher participation rate in the Learning Environment Survey is at 100%
- Teachers have received emailed copies of the Talent Management Pilot “reference guide” for teachers.
- Selected teachers and administrators attended the summer workshops for the roll-out of the Talent Management pilot program and continue to participate in the workshops scheduled throughout the school year.
- Teachers are actively involved in the selection of their ongoing professional development
- Administrators' observations of teachers and timely feedback have been ongoing and are an integral part of the school culture.

- In collaboration with Mr. Rolon the administration has set up a timeline for the implementation of this pilot.
- Teacher visitation and feedback through the pilot program is ongoing.
- Teachers have participated in the Talent Management Survey.
- Teachers were informed and supported in their efforts to understand the administration of the student performance tasks.
- The Performance Tasks from the Talent Management Pilot have been administered to students.
- The faculty and administration utilize ARIS and its resources, including the pedagogical videos. As administrators deepen the quality of their feedback to the teachers, both groups will have ease of access and comfort level with the ARIS resources for this pilot.

Strategies to increase parental involvement

- The Talent Management Program was presented to parents at the October meeting of the School Leadership Team.
- The Program is to be presented at the upcoming PTA Meeting

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are Highly Qualified Teachers.

Service and program coordination

- Teachers who participates in Cook Shop incorporate questioning techniques that reflect Blooms Taxonomy
- Nutrition Program for students and administrator—as described above
- The counselor who runs the SAPIS Program has a copy of questioning techniques that reflect Blooms Taxonomy

Budget and resources alignment

• Fiscal Resources:

Human Resources: **Staff**

- Principal and Assistant Principals have assigned grades and teachers to evaluate and support according to the Danielson's Rubrics for the Talent Management Pilot
- All teachers will participate in the administration of the student performance tasks for the Talent Management Pilot
- Teachers will utilize ARIS for the recommended support.
- Principal, Assistant Principals, and various teachers attend the Talent Management Support workshops.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To increase the number of students who demonstrate growth in scale score performance on the New York State ELA
By June, 2012 there will be a 2 percentage point growth in the percent of students whose scale score performance on the New York State English Language Arts Assessment demonstrates growth over the previous year's performance.

Comprehensive needs assessment

- Analysis of the NYC Progress Report 2010-11 shows the following:
Student Performance Score of 8.5 out of 25; this translates into a Grade of C on an overall School Progress Report Grade of B
This school's Median Adjusted Growth Percentile for ELA was 64.0. The results for our Peer Group ranged from 55.4 to 81.4.
- Analysis of the data on NY Start shows the following:
Student Performance at Proficiency Level in Grades 3-8 in 2011 NYS English Language Arts Assessment is at 37%, a decrease of 2 percentage points from 2010 Student Performance at Proficiency Level of 39%
- Analysis of the New York State 2010-11 Accountability and Overview Report shows the following:
All Students met AYP
Subgroup Performance: Students with Disabilities met AYP
Limited English Proficient did not meet AYP

Instructional strategies/activities

This is to be accomplished by the following plan:

- Implementation of *Reading Street* by Scott Foresman & Co has been extended to grades 4 and 5, thereby ensuring continuity of instruction in grades K-5
- To build upon last year's initiative, there is ongoing Professional Development to integrate the Common Core State Learning Standards across all content areas.
- There is ongoing alignment of all of the content area curriculum maps with the Common Core State Standards.
- The Administrative Team has analyzed the Student Performance Indicators for the 2011 New York State ELA. This item analysis data is to be given to the Professional Collaborative Teams for evaluation. The teachers will prioritize, and integrate into the instructional plan, the learning strands that are to be targeted.

- Push in classroom support is provided to classes where data demonstrates significant need. Utilizing the available resources, teacher schedules are adjusted to accommodate such support.
- There is a Zero Hour small group instructional program. Assessment data was utilized to invite select students to ensure targeted Literacy and Math instruction.
- The same strategy is utilized in setting up the After School program. During this time, both remediation and enrichment courses such as the *Specialized High School Exam* are implemented with the appropriate student groups.
- Plans are underway for this year's After School Program to include a class for homework support.
- Classroom libraries have been replenished.
- The school library has a varied collection of fiction and non-fiction. The texts are quite new and provide a rich resource for our students, many of whom are unable to visit the New York City Public Library. The allocation of funds for a full-time library-teacher supports the development of literacy in these students.
- All students in grades 3-8 participate in Extended Day. The classes are set up according to the 2011 ELA Scores. This ensures that students are grouped to within a few points of their level score. Although student needs may vary despite having a similar scale score, the groupings ensure that academic support can be more focused. This also applies to the students demonstrating proficiency. Extended Day is a source of enrichment for them.
- To further engage the middle schoolers, the 7th graders are set to participate in a school outreach program with The New York Historical Society. The program is "hands-on" and interactive. It will support students in their vocabulary development and foster a depth of knowledge as they utilize their literacy comprehension strategies to understand the social studies concepts surrounding the birth of the United States.
- The Pre-K – Grade 3 participated in Jumpstart's *Read for the Record*. This school wide celebration of literacy resulted in richly varied written responses.
- The primary grades participate in Waterford, a technology based program for literacy instruction. There is a computer lab set up solely for the primary grades.
- Foundations is utilized in grades K-2.
- Achieve3000.com is utilized from grades 3-6 to support all aspects of non-fiction literacy instruction. This program is utilized in two computer labs. The design of this program fosters student writing and dialogue between teacher and student. The responses given by the student are commented upon by the teacher and emailed back to the student.
- ACUITY and its resources continue to be utilized.
- The teachers utilize the information and resources in ARIS when making instructional decisions.
- The Performance Tasks from the Talent Management Pilot have been administered to students.
- This school is in the second year of a Pencil Partnership whereby middle school students have been working with on a technology project with Mike Traffanstead, from the business community. They are presently working on the creation of a school website.
- This year, in keeping with the Mayor's Initiative, there is a "Boys Initiative" for students in grades 3-8. This initiative involves the scheduling of trips especially tailored for boys.
- The students in grades K-3 and grade 5 participate in *Cookshop*. In addition to being a positive social experience, this program

has instructional benefits as well. It strengthens background knowledge, enriches vocabulary, and serves as a reason for writing.

- Individual teachers maintain websites to facilitate student and family access to the curriculum and instructional resources.
- The faculty is actively engaged in obtaining resources that support student learning by providing cultural experiences that develop students' schema and prior knowledge:
 - A significant number of teachers have obtained grants from Donorschoose.org, the latest one being a computer laptop for the library.
 - There is a grant that has been obtained that will greatly subsidize the 5th grade class trip to the Tenement Museum in Manhattan.
 - There is a grant that has been written and is currently pending for a professional music presentation for students in grades 6-8.
- Scheduling of common preps and common professional periods supports professional collaboration for data analysis and curriculum planning
- The school wide Professional Collaborative Team for Common Core State Learning Standards has been completing the project begun last year to align their Six Traits of Writing Rubric to the Common Core State Standards.

Strategies to increase parental involvement

The following activities aim to increase parental involvement:

- Parent Learning Leader volunteers are in the classroom supporting the teacher as she/he provides instruction.
- Parent Coordinator sponsors parent workshops that deal with current social and academic issues that impact our children.
- There are Saturday morning instructional classes for parents.
- The Guidance Counselor holds parent workshops to explain to and guide parents as they navigate the process of student high school selection and admittance.
- Parents are invited to school assemblies when their children are recognized for 100% Attendance.
- Parents and their children are guests at an end –of-year restaurant dinner in recognition of the student's year long 100% Attendance

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are Highly Qualified Teachers

Service and program coordination

- This school participates in Cook Shop for grades for Pre K-3 and Grade 5. This program's discussion and language activities support student development in competencies needed to attain proficiency in the New York State English Language Arts Assessment.
- Nutrition Program for students and administrator –administrator and student representatives from grades 3-8 meet once a month to review the nutritional value of the lunch and breakfast and the impact of proper nutrition on student learning

- SAPIS Program guides students in making healthy living choices, thereby reducing violence, drug use, and smoking. The oral and written activities reflect CCSS in the reading of informational text and discussion and writing of opinions. Competencies in these areas are necessary for student attainment of proficiency level in the NYS ELA.
- To support our students and enable them to develop the stamina necessary for focusing on rigorous academic tasks, this school does the following:
 - Distributes back packs with school supplies
 - Pays for instructional trips for students in financial need
 - Partners with local organizations to distribute meals for Thanksgiving and Christmas
 - Partners with local organizations to participate in Toys for Tots
 - Partners with local organizations to receive winter coats for students in need
 - Pays for restaurant meal for parents and their child who maintains 100% Attendance for the school year
- Anti Bullying Program *Respect for Me* aims to foster student awareness of the ways in which self respect leads to respect for others. This aims to foster a school culture in which learning is of paramount importance.
- The Peer Mediation Program is set to begin in January, 2012. The Assistant Principal and selected students have been trained by city representatives. The level of discussion in this program fosters the development of:
 - rigorous thinking at the higher levels of Bloom's Taxonomy
 - the skill set required to form and justify one's opinion.

Budget and resources alignment

Staff

- Administrative staff supervises Zero Hour and the After School Program.
- Assistant Principals work with Professional Collaborative Teams Guidance Counselors, Content Area Teachers,
- Assistant Principals have assigned responsibilities for specific grade and content area
- Regular Ed and Special Ed Classroom Teachers, CTT Teachers, ESL teachers, Library Teacher, AIS Teachers, SETSS Teacher, IEP Teacher, Technology Teacher, Speech Therapy Teacher—all plan, instruct, and monitor their students' performance through formative and summative assessment.
- Classes of students in the Professional Collaborative Teams are created in ACUITY and ARIS to ensure focused monitoring of students
- Collaboration among the Assistant Principals and teachers ensure targeted Professional Development for teachers.

Resources

- Tax Levy
- SW Title I

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

- To reduce the achievement gap in the performance of the English Language Learners on the New York State English Language Arts Assessment
By June, 2012 there will be a 2 percentage point growth in the percent of English Language Learners whose scale score performance on the New York State English Language Arts Assessment demonstrates growth over the previous year's performance.

Comprehensive needs assessment

- Analysis of the NYC Progress Report 2010-11 shows the following:
In Closing the Achievement Gap with ELL subgroup performance at 75th Growth Percentile or Higher, this school's results placed 41.9% of ELLs in this category. 42.9% was cutoff for school placement in top 40% for performance in this category.
- Analysis of the data on NYStart shows the following:
The Proficiency Level Performance of Limited English Proficient Students on the New York State 2011 English Language Arts Assessment is 8%, a decrease from Proficiency Level Performance at 18% in 2010
- Analysis of the New York State 2010-11 Accountability and Overview Report shows the following:
Subgroup Performance:
Limited English Proficient did not meet AYP
- NCLB Status: Year 1 –School in Need of Improvement for ELL Subgroup Performance on NYS ELA

Instructional strategies/activities

- This year there are an additional two ESL certified teachers in the classrooms.
- Classes with the highest concentration of ELLs are headed by an ESL certified teacher.
- Two teachers are available for push-in support.
- *Reading Street* by Scott-Foresman in grades K – 5 supports instructional differentiation with ESL strategies that support language

development and scaffold student learning

- The ELL classrooms have libraries leveled specifically for ESL students.
- The ELLs on each grade level were programmed together for Extended Day tutoring.
- After an analysis of the ELA data on the ELLs, the performance indicators that need to be addressed are known. The Professional Collaborative Teams plan strategies to address performance indicators.
- The Zero Hour Achieve3000.com program has been set up to address the needs of this population. The fourth and fifth grade ELLs were specially targeted and invited to participate. The video and auditory resources support these students. The student written responses, that are emailed to the teacher who then comments and returns the email to the student, encourages and supports these students in their writing development.
- During Zero Hour ELLs in grades 6-8 receive small group instruction. Although there is heavy emphasis on Math, writing is also addressed.
- During Extended Day, non-English speaking recently enrolled ELLs are scheduled for the Lab of Knowledge where they use the internet based resources to support their acquisition of English. Some of these students also receive instruction through *Waterford*.
- Primary grade ELLs receive instruction through *Waterford* during the regular instructional day.
- Every ELL student participates in Achieve3000.com during regular instructional time.
- Leapfrog is utilized with the primary grade ELLs.
- ELL students are represented on all Inquiry Teams
- The ELLs participate in the Pencil Partnership.
- The 8th grade ELLs will participate in the writing of the school yearbook.
- The parents of the ELLs are made aware of the website *Colorin Colorado* which offers parents English and Spanish resources to support their children's education.
- The school library sponsored Scholastic Book Fair sells books specifically recommended for ELLs.
- The book fair also offers some texts in Spanish so that the parents of ELLs can actively promote literacy at home.
- There is a Saturday instructional program for ESL students and their parents.
- The ELL students in grades K-3 as well as grade 5 participate in *Cookshop*. This "hands-on" experience supports them in their language development.

Strategies to increase parental involvement

- The Parent Coordinator plans the following workshops to support parents:
 - guiding parents through the New York State Assessments, especially the NYSESSLAT Exam
 - utilizing strategies for conflict-resolution at home

- engaging in math games their children learn
- keeping parents of ELL students informed about student educational requirements
- participating in workshops that enable the parents to familiarize themselves with the technology their children utilize daily.

Some of these are offered on Saturdays as well as during the week. All are offered in both English and Spanish.

- There are Saturday classes for the ESL parents. The parents receive instruction in language and computer technology. Breakfast is always provided. This ensures opportunity for parents to socialize with each other as well as with the Teacher, Parent Coordinator, and school administrators.
- The ESL parents will be invited to participate in the parent Cookshop Program. This program supports these parents in their efforts to provide healthy nutrition for their children. This also fosters language development in the parents and encourages parent-child discussion since both are participating in the program.
- ESL parents receive written invitations to and information about all school events and issues in their primary language (Spanish for this school).
- In the event that the teacher cannot communicate in the parent's language, interpretation is always available for parents. This ensures ease of access to school staff.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are Highly Qualified Teachers

Service and program coordination

- This school participates in Cook Shop for grades for Pre K-3 and Grade 5. This program's discussion and language activities support ESL students and their parents in efforts to learn English and communicate effectively
- The Nutrition Program supports students and their families as they acclimate themselves to a new culture.
- The SAPIS Program provides students with the tools necessary to navigate the social landscape.
- To especially support our ESL students who frequently experience economic hardship, this school does the following:
 - Distributes back packs with school supplies
 - Pays for instructional trips for students in financial need
 - Partners with local organizations to distribute meals for Thanksgiving and Christmas
 - Partners with local organizations to participate in Toys for Tots
 - Partners with local organizations to receive winter coats for students in need
 - Pays for restaurant meal for parents and their child who maintains 100% Attendance for the school year

- Establishes an Anti Bullying Program *Respect for Me*. This program aims to foster self respect in these students and equip them with the tools to withstand the social pressures of this new environment

Budget and resources alignment

Staff. :

- Administrators supervise Zero Hour, After School, and Saturday Programs
- Classroom Teachers, ESL Teachers, Library Teacher, Technology Teachers and AIS Teachers utilize ESL strategies in lesson planning
- In addition to classroom support, AIS Teacher utilizes the resources in *Achieve3000.com* in a Zero Hour Program specifically designed to develop background knowledge and provide multiple tools to access the curriculum.
- SETSS Teacher and IEP Teacher support classroom instruction for ELLs receiving Special Education support services
- Technology Teachers implement technology based programs.

Resources

- Title III

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

- To maintain the present level of parental engagement, thereby continuing the academic support available through a strong home - school connection.

By June, 2012 the engagement of parents as active partners in the school community will remain at its present level as evidenced by parent participation in the school survey. The focus will be on maintaining the academic support link of the home-school connection. Therefore, the present level of performance on the parent component of the School Environment section of the Progress Report will remain at an A.

Comprehensive needs assessment

- In The New York City Department of Education Progress Report, this school obtained an *A* in the area of *School Environment* and received 12.3 points out of a possible 15 points. This score is based, in part, on the School Survey where parents rate the school for safety, academic expectations, communications, and student engagement. This *A* enabled the school to get a Progress Report of B.
- Title I data helps to determine the need and focus of the parent programs.
- Through her daily interactions with parents, as they occur in – person and through telephone, the Parent Coordinator assesses the needs of local parents as they strive to support their children’s education. She then sponsors workshops to address these areas.

Instructional strategies/activities

- The guidance counselor offers the parents informational workshops about high school admissions and guides them through the admissions process. These occur during the Fall.
- In grades K-5, Scott Foresman **Reading Street**, provides parents with upcoming literacy and curriculum notices. These notices are sent home prior to the beginning of the unit and will inform the parents of activities that will take place in the classroom.
- Through the Learning Leaders Program, parent volunteers provide additional support in school as they become immersed in their children’s learning environment.
- The *Cookshop Program*, which has been implemented with students to promote healthy eating habits, is now offered to selected parents. The parents will engage in “hands on” learning that demonstrates healthy food as an affordable, easy to prepare, and tasty alternative to fast food. This will take place in the winter of 2012.
- Parents are invited to 100% Attendance celebrations to see their children honored for perfect attendance.
- In June, parents and students with a school year 100% attendance are treated to dinner at a restaurant.
- Saturday classes for the ESL parents run from November, 2011 – May, 2012. The parents receive instruction to support language development through authentic literacy activities. They are also introduced to computer technology through lessons in

keyboarding and basic computer technology.

- The PTA continues to promote the welfare of the school through their donation of time, their fundraising activities such as cake sales, back to school night “trinket” sales, gift sales, and their organization of student picture days. They also foster a spirit of community through holiday luncheons in which parents and staff participate.
- The Parent Coordinator plans workshops to support parents in their roles as the primary teachers of their children. These include the following workshops:
 - keeping parents of ELL students informed about student educational requirements
 - guiding parents through the New York State Assessments, especially the NYSESSLAT Exam
 - utilizing strategies for conflict-resolution at home
 - participating in various literacy responses
 - engaging in math games their children learn
 - participating in workshops that enable the parents to familiarize themselves with the technology their children utilize daily.

These workshops are offered throughout the year. Some of these are offered on Saturdays as well as during the week. All are offered in both English and Spanish.

Parent Involvement is increased through:

The Parent Involvement Policy ensures that:

- Information related to the school regarding parent programs and other activities is sent to the parents of the students in an understandable and uniform format, including alternative formats upon request and to the language the parents understand.
- Teachers, pupil services personnel, Parent Coordinator, Principal and Assistant principal’s reach out to, communicate with and work with parents as equal partners
- Parents will be afforded the opportunity to be trained by Learning Leaders and to assist in the school as volunteer leaders.
- Parents will receive in house as well as outside support services from the Guidance counselors, School Based Support Team and the SAPIS (**Substance Abuse Prevention Services**) and/or services from CBO’S (**Community Based Organizations**) such as NYC Psychotherapy Center, Coalition for Hispanic Family Services, Safe Horizons, and (ACS) **NYC Administration for Children Services**.
- Eligible parents are put in contact with neighborhood faith based organizations so they can receive needed school supplies for their children and food for celebratory holidays

- The Parent Coordinator conducts professional parent workshops throughout the school year. Topics may include: Literacy, bullying, safety programs e.g. Fire prevention, CPR (**Cardio Pulmonary Resuscitation**) Mental Health topics, technology training, such as ARIS (**Achievement Reporting and Innovation System**) training to assist parents in understanding New York City Periodic Assessments and the NYS ELA and Math Assessments.
- The Saturday ESL/Computer Academy assists parents of English Language Learners in mastering language and computer basics.
- The Parent Coordinator will conduct a series of monthly nutrition workshops in partnership with NYC Food Bank–Cook shop starting in January 2012.
- Workshops are presented to help parents understand the education accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- The Annual Title I Parent Meeting is held on or before December 1st of each school year.
- All school documents of critical importance are translated into the parents' native language. Language interpretation is provided during meetings and events as needed;
- There is an Annual Title I Parent Fair/Event.

There is a School – Parent Compact in which the responsibilities of all of the stakeholders are clearly stated:
 School Responsibilities, Parent/Guardian Responsibilities, and Student Responsibilities

- All teachers are Highly Qualified Teachers.

- There is coordination with the SAPIS Program, CBOs, neighborhood faith-based organizations, NYC Administration for Children's Services.

Budget and Resources Alignment

Staff

- Parent Coordinator organizes the workshops, acts as liaison with neighborhood organizations, and maintains an open line of communication with the parents
- SAPIS Counselor provides needed support for parents and children.
- Classroom teachers help present workshops as needed.

Resources

- Title I

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	10	10	4	2
1	0	0	N/A	N/A	14	6	9	24
2	0	0	N/A	N/A	15	3	3	23
3	84	84	N/A	N/A	10	5	3	25
4	75	75	75	75	10	4	5	12
5	82	82	82	82	18	8	3	17
6	62	62	62	62	11	9	2	15
7	63	63	63	63	16	16	8	14
8	55	55	55	55	55	2	1	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	<p>Wilson Reading System multi-sensory decoding with comprehension through visualization; Method of Delivery- small group during the school day</p>
	<p>Readers Theatre support in development of fluency through repeated reading and dramatization Method of Delivery -small group during school day</p>
	<p>ACUITY internet based instruction targeted to student needs as evident in student performance on the Periodic Assessments Method of Delivery - computer lab during the school day, After School, at home</p>
	<p>Achieve3000.com An internet based literacy program for grades 2-6 that utilizes non-fiction text at the student’s assessment determined lexile level to provide reading and writing at all levels of Blooms Taxonomy. Method of Delivery –during the school day and Zero Hour</p>
	<p>Waterford A technology based phonics program for primary grades that provides instruction in decoding. Method of Delivery – during the school day</p>
	<p>Foundations Multi-sensory literacy instruction developed from Wilson Reading Systems whose goal is to foster decoding skills Method of Delivery -whole class instruction</p>
	<p>Leap Frog Technology based support for decoding – Method of Delivery-utilized during the school day in primary general ed and special education classes</p>

	<p><i>Reading and Writing The Source Book</i> Literacy instruction through various genres. Instruction is provided through teacher modeling that demonstrates transparent thinking, thereby enabling students to develop critical thinking skills. Method of Delivery – small group during Extended Day</p> <p><i>Timed Readings</i> by Jamestown Glencoe (Grades 6-8) Method of Delivery-small group during Extended Day</p> <p><i>Options for Reading & STARS</i> in Grades 3,4, & 5 <i>Buckle Down</i> in Grades 3,4, & 5 Method of Delivery-small group during After School</p> <p><i>New York City Specialized High School Material</i> Method of Delivery – during After School</p> <p>Assist in guided reading and provide One-on-One support, as personnel is available and time permits Method of Delivery –during school day</p>
<p>Mathematics</p>	<p>for grades 6-8 <i>Coach, Glenco Impact Math, Kaplan and Options Problem Solving, Ladders to Success, Buckle Down Math, Coach Math,</i> are utilized Teacher generated worksheets; targeted to meet individual areas of need. ACUITY</p> <p>In grades 3-5 <i>Everyday Mathematics, Kaplan and Options Problem Solving, Ladders to Success, Buckle Down Math, Coach Math</i> are utilized Teacher generated worksheets; targeted to meet individual areas of need.</p> <p>Method of Delivery - small group in Zero Hour, during school day, after school, Saturday School</p>

<p>Science</p>	<p><i>Buckle Down</i> text based support, New York State Science Measuring Up Series, Foss Kits in the Science Labs Passwords Associated Press (grades 6th-8th Extended Day)</p> <p>Method of Delivery : Extended Day, during school day (grades K-8)</p>
<p>Social Studies</p>	<p>Passwords by Curriculum Associates supports the acquisition of vocabulary specific to each social studies topic-grade 8 – Method of Delivery –during Extended Day</p> <p><i>Comprehensive Social Studies</i> Grades 5-6 by Options text based support Method of Delivery -during school day</p> <p><i>Primary Source Document Book</i> Method of Delivery – during school day</p> <p><i>Scott Foresman DBQ Book</i> Method of Delivery -during Extended Day</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates Counseling intervention is also provided for those students who have been suspended. Guidance. Counselors work closely with parents of 8th grade students and guide them through the high school admission process. Conflict mediation sessions are conducted by the Guidance Counselor. A selected group of students undergoing training to be Certified Conflict Mediators.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments; behavior intervention plans, group discussions, teacher and school staff consultation; student interview, individual sessions</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior</p>

	issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values etc.
At-risk Health-related Services	<p>Monitor students with asthma, diabetes, and seizures</p> <p>administer medication</p> <p>treat students who require medical services</p> <p>perform open airway classes for 3rd – 5th grades diagnoses with asthma</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, The Frances E. Carter PS\IS 384 will:

- Ensure that information related to the school regarding parent programs and other activities is sent to the parents of the students in an understandable and uniform format, including alternative formats upon request and to the language the parents understand.
- Will educate its teachers, pupil services personnel, Parent Coordinator, Principal and Assistant principal's how to reach out to, communicate with and work with parents as equal partners and help strengthen ties between the school and parents. Parents will be afforded the opportunity to be trained by Learning Leaders and to assist in the school as volunteer leaders. Parents will receive in house as well as outside support services from the Guidance counselors, School Based Support Team and the SAPIS (**Substance Abuse Prevention Services**) and/or services from CBO'S (**Community Based Organizations**) such as NYC Psychotherapy Center, Coalition for Hispanic Family Services, Safe Horizons, and (ACS) **NYC Administration for Children Services**. Contributions from faith based organizations are outreach efforts pursued and include book bag drive for students, school supplies, uniform shirts, as well as food on festive occasions.
- Maintain a Parent Coordinator 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 professional parent workshops and provide instructional materials to foster parent involvement and to improve their children's academic achievement. Workshops will be provided twice monthly and consist of topics that may include: Literacy, bullying, safety programs e.g. Fire prevention, CPR (**Cardio Pulmonary Resuscitation**) Mental Health topics, technology training, such as ARIS (**Achievement Reporting and Innovation System**) training to assist parents in understanding how to interpret assessments so they can provide additional support to their children and conduct ESL/Computer Academy to assist parents of English Language Learners students in language and computer basics. The Parent Coordinator will conduct a series of monthly nutrition workshops in partnership with NYC Food Bank–Cook shop starting in January 2012.
- 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; The PTA (Parent Teacher Association) will hold a Title one meeting where the membership will vote the PTA as their Title One representatives. Furthermore the selection process will include how the Title One monies will be allocated. A final meeting will be held by the title representative and the membership to vote on the selection of programs for parents.
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 32K384 **School Name:** PS/IS 384

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

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

Category: Basic Focused Comprehensive

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

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

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

Analysis of the NYC Progress Report 2010-11 shows the following:

Student Performance Score of 8.5 out of 25; this translates into a Grade of C on an overall School Progress Report Grade of B

This school's Median Adjusted Growth Percentile for ELA was 64.0. The results for our Peer Group ranged from 55.4 to 81.4.

Analysis of the data on NY Start shows the following:

Student Performance at Proficiency Level in Grades 3-8 in 2011 NYS English Language Arts

Assessment is at 37%, a decrease of 2 percentage points from 2010 Student Performance at Proficiency Level of 39%

Analysis of the New York State 2010-11 Accountability and Overview Report shows the following:

All Students met AYP

Subgroup Performance: Students with Disabilities met AYP

Limited English Proficient did not meet AYP

Analysis of November's ACUITY English Language Arts ITA Scores shows the following:

Analysis of AYP shows that Limited English Proficient students scored at proficient in grades 4 & 8 only.

The scores of Limited English Proficient students in grades 3, 5, 6, & 7 placed them "at risk."

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
P.S./I.S. 384 will obtain the services of the Education Consortium, LLC to provide professional development for our faculty. The Education Consortium will support our professional development needs by establishing a professional learning community centered around developing effective instructional strategies. Professional development will also include data analysis on student learning outcomes to identify trends, strengths and areas of needs at the classroom level.
P.S./I.S. 384 plans to acquire an additional certified ESL Teacher who can differentiate instruction and use flexible grouping to enhance second language learners as well as generate learning goals for the students who need to be serviced. This ESL teacher will also establish an interactive classroom complete with resources to enhance overall student academic achievement.

Obtaining additional resources to improve instructional delivery and improve classroom materials is an additional intervention. We plan to purchase multiple professional resources for teachers so that they may be trained in the latest resources.

- 1) Learning to Learn in a Second Language – Gibbons
- 2) Scaffolding Language, Scaffolding Learning – Gibbons
- 3) Literacy Instruction for English Language Learners – Cloud, Genesse and Hamayan

P.S./I.S. 384 plans to increase resources in the classrooms to address the needs of our ESL Students. We will purchase additional technology resources to address the multiple learning modalities of ESL students. We will build classroom libraries with high interest content based language and appropriate readability level books that will help build on students' prior knowledge and create language acquisition skills.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We will Hire an Educational Consultant, Rosa Alcalde Delgado, EDM. Of Education Consortium, LLC to provide professional development for teachers to support them in

- Effective instruction for second language learners
- Data analysis to identify trends, strengths, and weaknesses for second language learners
- Implementing an interactive readers and writers balanced literacy model
- Instructional differentiation and flexible grouping to enrich the literacy development
- Embedding ongoing adjustment in the ELA curriculum mapping

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The parents will be notified in writing in both English and Spanish. The letters will be distributed to the students to take home. The information will also be available in the parent coordinator office and at the main entrance of the school.

**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 Christop Groll/Ada Orlando	District 32	Borough Brooklyn	School Number 384
School Name PS/IS 384 The Francis E Carter School			

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

Principal Brunhilda Perez	Assistant Principal Marilyn Cruz
Coach Rosemarie Casaccio	Coach Susan Freaney
ESL Teacher Jennifer Pierce-Chornomor	Guidance Counselor Susan Spaventa
Teacher/Subject Area Rosemarie Cassacio/Reading	Parent Stacy Malave
Teacher/Subject Area Sindy Gilbert/ESL	Parent Coordinator Grace Baez
Related Service Provider Mayra Santos-Speech	Other Janine Zito
Network Leader Ms. Ada Orlando	Other Courtney Mancuso-Teacher

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	6	Number of certified bilingual teachers	1	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	5		

D. School Demographics

Total number of students in school	748	Total Number of ELLs	149	ELLs as share of total student population (%)	19.92%
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Part II: ELL Identification Process

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

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

Upon registration, the parent of a first-time new admit receives a registration package from the secretary which includes the Home Language Identification Survey (HLIS). If the parent speaks a language other than English, he/she receives the Home Language Identification Survey in his/her native language. If the parent indicates a low incident language, oral translation services are contacted, and the parent takes the survey with the support of a translator. The ELL Coordinator, Ms. Jennifer Pierce-Chornomor- licensed ESL Teacher, or Ms. Sindy Gilbert, also a licensed ESL Teacher, evaluates the Home Language Identification Survey and if questions 1-4 and 5-8 in Part 1 of the HLIS indicate that there is a language other than English spoken at home, she conducts an oral interview with the parent to complete Part 2 of the HLIS. This interview is conducted in the parent's native language with the assistance of a staff member who speaks the language or a representative of the translation-interpretation unit. The translation-interpretation representative assists over the phone. If the child is present, he participates in the interview also. The purpose of the interview is to identify the home language and the instructional program of the student. Based on the results of this interview and the answers provided in part 1 of the HLIS, the home language is established. Upon completion of the HLIS, the original is placed in the student's cumulative record and a copy goes into the ELL Compliance Binder. If the home language is English, the first page of the survey is coded "NO". No further action is needed; the child is not an ELL student.

If the home language is other than English, the appropriate language code is entered in the designated area of the first page. The student becomes eligible for the LAB-R Testing to identify the level of English proficiency. This initial assessment is conducted only once in the child's life, even if the student is discharged, leaves the country and then returns. This LAB-R is administered within the first ten days of student's admission. The ELL Coordinator, Jennifer Pierce-Chornomor, or Ms. Sindy Gilbert, administers the assessment. After they hand score the assessments, the results are placed in the ELL Compliance Binder, and the scan sheets are packaged and delivered to the Director of the Borough Assessment for Scanning.

If the results of the LAB-R indicate student performance to be at or above the state designated cut-off point, as per LAB-R Assessment Memo #2, the student is not entitled to mandated ESL services. The parent receives a non-entitlement letter, a copy of which is placed in the ELL Compliance Binder. The student is then placed in the monolingual classroom, and no further action is required.

However, if the student's score is below the state designated cut-off point, the level of proficiency is established, as per LAB-R Assessment Memo #2, and the child is programmed for the mandated level of instruction as per his/her proficiency level. At the end of the school year, the NYSESLAT is administered to this student to evaluate his level of proficiency in English. Reports generated to determine which students are eligible for the NYSESLAT include the RLAT and RMNR in ATS. The RLAT report provides NYSESLAT and LAB-R scores for all entitled ELLs who have taken the exam. Additionally, the RMNR provides additional data regarding a student's combine modality scores for Listening/Speaking and Reading/Writing. Along with these reports, to ensure transfer students who are ELLs are placed in the correct program, the RADP Admissions report is generated to determine transferring new students

home language. We can determine with a reasonable level of assurance that the student is an ELL if their testing history indicates

that the LAB-R and NYSESLAT tests have been administered and the student has not yet passed. Students are placed in the appropriate program and when the cumulative record is received from the transferring school, the home language is checked and a copy of the HLIS is placed in the student's ESL file. The parent of the student entitled to services as per LAB-R will receive the entitlement letter in the parent's language, a copy of which is placed in the ELL Compliance Binder.

The parent is then invited to a Parent Orientation session where he/she receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an informed decision about their child's education. The orientation sessions are conducted by the ELL Coordinator, Ms. Pierce-Chornomor, Ms. Sindy Gilbert and Parent Coordinator, Ms. Baez. Since the majority of the parents in this school speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a DVD is shown in the parent's language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her native language. After reviewing the completed form, Ms. Pierce-Chornomor or Ms. Gilbert provide the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice, as no two contingent grades have a request for a Transitional Bilingual Education or Dual Language Program totaling fifteen or higher. Currently, the trend in the Parent Program Choice, based on analysis of parent survey and selection forms is English as a Second Language. Analysis of the previous two years' data confirms this: In 2010-2011 school year Parents Choice indicates 125 parents (out of 163 surveyed) selected the ESL instructional program; 18 parents selected a Dual Language Program, and 24 selected a Transitional Bilingual Education Program. Of these totals no two consecutive grade levels totaled 15 preferences for either a Dual Language Program or a Transitional Bilingual Education Program. Similarly, in the 2011-2012 school year, Parent's Choice indicates 115 parents (out of 149 surveyed) have selected an ESL program, while fourteen have selected a Dual Language Program and twenty opted for TBE. The following tally indicates each grade's Parent Choice selections.

Parent's Choice Selection
2010-2011 School Year

	ESL	DL	TBE
K	18	4	4
1	21	2	2
2nd	16	3	3
3rd	16	3	4
4th	23	2	0
5th	8	3	3
6th	11	1	1
7th	8	0	0
8th	4	0	6
Totals	125	18	23

Parent's Choice Selection

2011-2012	ESL	DL	TBE	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●											
K	19	0	2												
1 st	20	4	6												
2 nd	17	2	2												
3 rd	14	3	3												
4 th	15	1	3												
5 th	10	2	1												
6 th	10	1	3												
7 th	5	1	0												
8 th	5	0	0												
Totals	115	14	20												

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

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

At this point, the parent is offered a transfer option to a school that offers TBE in the parent’s language. If the parent accepts the offer, then Ms. Pierce-Chornomor calls the school to determine seat availability. Placement is completed through the Enrollment Office. If the parent indicates a preference for Dual Language Program, the process explained above is repeated. If the parent rejects the transfer option, Ms. Pierce-Chornomor notes this on the Parent Survey and Selection Form, and the child is placed in the current available program which is ESL. Copies of each students' Parent Survey and Selection Forms are also kept on file in each students' personal student file.

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9● 10● 11● 12●
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	0	1	1	0	0	0	0					4
Push-In	0	0	2	0	0	2	2	2	1					9
Total	1	1	2	1	1	2	2	2	1	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	18
SIFE	3	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	121	2	8	23	1	4	5	0	6	149
Total	121	2	8	23	1	4	5	0	6	149

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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	20	30	21	20	19	13	14	6	4					147
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	21	30	21	20	19	14	14	6	4	0	0	0	0	149

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?

There are six ESL certified teachers in the school. Four of these teachers have a self-contained class (one on Kindergarten, one on 1st grade, one on third grade and two on fourth grade) comprised of students of varying proficiency levels (heterogenous). The students are grouped together (block model) for the entire day for all content instruction. The other two ESL certified teachers work collaboratively with five common branch and Special Education licensed classroom teachers (of grades 1, 2, and 5-8), pushing into their heterogenous classrooms to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and

A. Programming and Scheduling Information

four units per week for the advanced). Students with very little or no English proficiency may also be pulled along with others from different grades to give them specialized instruction suited to their needs. For these students, they would receive a combination of a block, heterogeneous push-in model with an ungraded model for students of homogeneous proficiency levels to ensure their language acquisition. This continues until their English language skills are sufficient for them to gain meaningful instruction in their regular, self-contained classrooms.

All students at PS/IS 384 receive ten periods (450 minutes) of ELA instruction per week regardless of ELL designation. Beginner and Intermediate ELL students receive a minimum of eight periods (360 minutes) of ESL instruction per week while Advanced students receive four (180 minutes), in accordance with NYS CR Part 154. Although beginner and intermediate students are entitled to just eight periods per week of ESL service, students in self-contained classrooms with dually-licensed, common branch/ESL teachers, receive instruction utilizing ESL strategies for most of the day from their classroom teacher. For students in classrooms without a dually-licensed, common branch/ESL teacher, out-of-classroom ESL teachers provide students with ESL services for eight periods per week (360 minutes) for Beginner and Intermediate students and four periods per week (180 minutes) for Advanced students through push-in or pull-out. These out-of-classroom ESL teachers schedule their program to ensure all periods are met as mandated. As per Parent Choice, PS/IS 384 only has an ESL program at this time. Beginning, Intermediate and Advanced ELLs are provided twenty-five percent native language usage and support as per CR Part 154.

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

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

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

- "Into English" series for grades 3-6
- "On Our Way to English" for grades K-3
- Content area books
- Anthologies
- Theme-based literature and project activities

A. Programming and Scheduling Information

- Achieve3000.com
- Waterford Technology Program for primary grades
- Listening centers
- Audio Visuals
- Leveled libraries
- Puzzles and games
- Word Walls
- Technology
- Songs and poems
- Visual aids (picture cards, charts, posters, picture dictionaries)
- Translation Dictionaries
- Books on tape/Big books
- Native Language Resources, such as libraries, texts, technology and primary resource materials

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

Additional ESL Support

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

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)			
- develop the student's oral and written fluency in the targeted language	100%			
- enhance their conceptual and linguistic skills through interdisciplinary instruction utilizing ESL methodologies and approaches	75%			
- address and improve student learning based on data derived from multiple assessment sources (ex: NYSESLAT, NYS Reading and Math Test, etc.)	50%			
	25%			
	Dual Language			
New York State Learning and ESL Standards	100%			
- provide beginning, intermediate and advanced ELLs with the required units in ESL (CR Part 154)	75%			
- increase every child's opportunity to succeed	50%			
use of ESL Standards-based strategies (including IEPs)	25%			
	Freestanding ESL			
based on their IEP to support them to meet content area standards	100%			
- provide all students with well balanced resources such as classroom libraries and instructional materials	75%			
- create a home/school link with the support of the Parent Coordinator and Parent Teacher Association	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.

proficiency, which will help teachers make informed decisions regarding their Spanish-speaking ELL students' instruction. All recommended test guidelines are followed and administered by a teacher with a bilingual extension. Also, students identified as ELLs are given translated testing materials in their native language as per state regulations. Additionally, translating dictionaries are provided for

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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?

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

Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Friday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school, and a Saturday program 9:00 am - 1:00 pm. Native Language support during these Intervention Programs is twenty-five percent as recommended.

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

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

Additional ESL Support

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

10. For the upcoming school year, technology programs listed above will continue to be available to all students. Destination Reading has also been implemented.

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

12. At present, all ELLs are afforded equal opportunity to access all programs, such as Waterford, Achieve 3000, Destination Reading, Zero Hour, 37 1/2 minutes - extended day and the After School Program. Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Friday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school, and a Saturday program 9:00 am - 1:00 pm. These Intervention Programs are funded with Title III funds and Fair Student Funding.

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

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?

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

Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Friday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school, and a Saturday program 9:00 am - 1:00 pm. Native Language support during these Intervention Programs is twenty-five percent as recommended.

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

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

Additional ESL Support

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

10. For the upcoming school year, technology programs listed above will continue to be available to all students. Destination Reading has also been implemented.

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

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Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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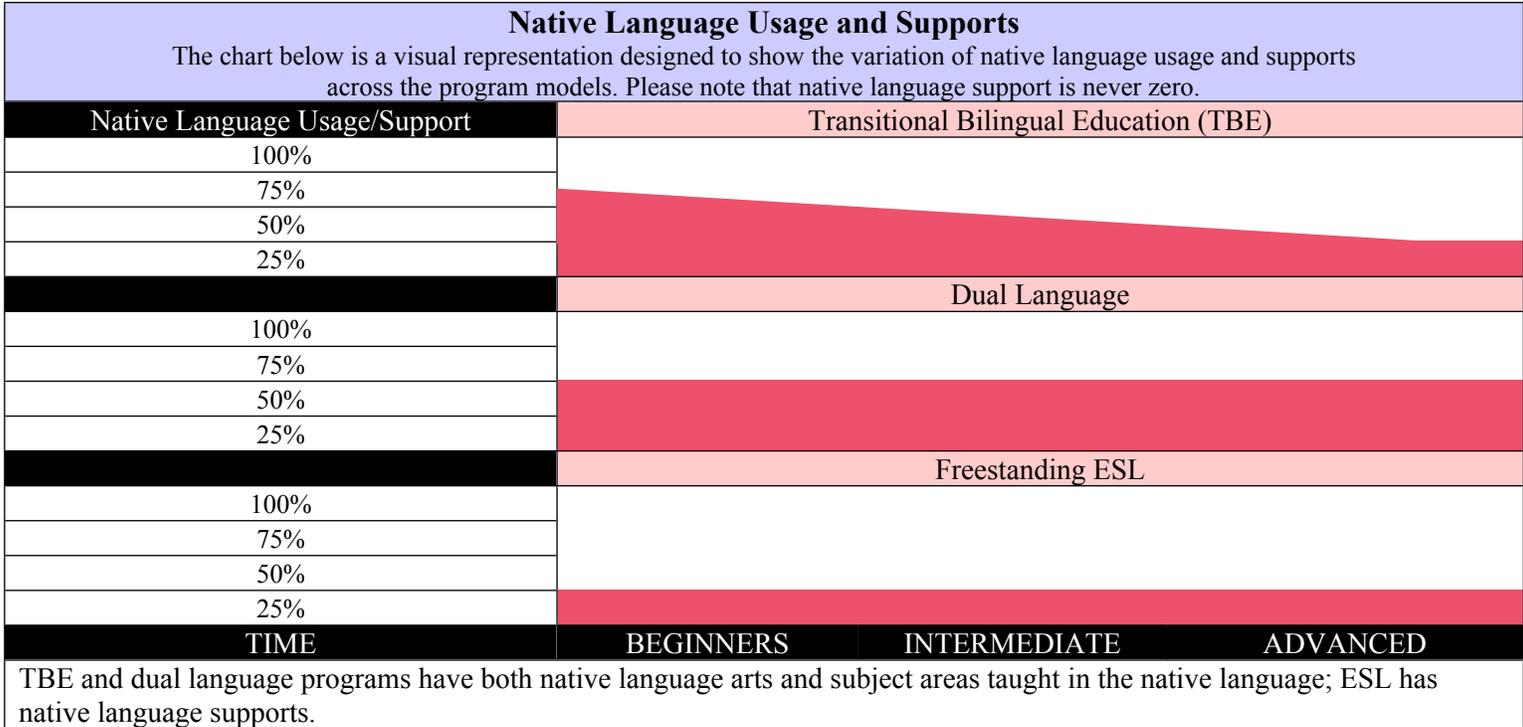
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



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?

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

Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Friday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school, and a Saturday program 9:00 am - 1:00 pm. Native Language support during these Intervention Programs is twenty-five percent as recommended.

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Additional ESL Support

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

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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
													L

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)	6	15	15	4	6	2	4	3	1					56
Intermediate(I)	4	13	4	4	4	3	2	0	0					34
Advanced (A)	11	2	2	12	9	7	8	3	4					58
Total	21	30	21	20	19	12	14	6	5	0	0	0	0	148

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	1	1	0	0	1	1	0	1				
	I	12	6	1	2	2	2	1	1	2				
	A	8	10	3	8	5	7	3	2	2				
	P	2	3	16	8	10	6	2	4	2				
READING/ WRITING	B	13	9	3	3	1	3	2	1	1				
	I	12	2	4	5	4	2	0	0	2				
	A	1	5	12	9	6	7	3	3	3				
	P	0	4	2	1	6	4	2	3	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	6	2	0	16
4	3	9	4	0	16
5	5	4	2	0	11
6	4	0	1	0	5
7	0	6	0	0	6
8	1	5	0	0	6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	0	10	0	2	0	0	0	22
4	3	0	10	0	5	0	0	0	18
5	3	0	7	0	2	0	0	0	12
6	0	0	3	0	1	0	1	0	5
7	0	0	3	0	3	0	0	0	6
8	2	1	2	0	2	0	0	0	7
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	8	0	3	0	16
8	3	4	0	0	0	0	0	0	7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>PS/IS 384 Frances E. Carter</u>		School DBN: <u>32K384</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brunhilda Perez	Principal		10/25/11
Marilyn Cruz	Assistant Principal		10/25/11
Grace Baez	Parent Coordinator		10/25/11
Jennifer Pierce-Chornomor	ESL Teacher		10/25/11
Stacy Malave	Parent		10/25/11
Sindy Gilbert/ESL	Teacher/Subject Area		10/25/11
Katherine Simidian/SS	Teacher/Subject Area		10/25/11
Rosemarie Casaccio-Reading	Coach		10/25/11
Susan Freaney-Writing	Coach		10/25/11
Susan Spaventa	Guidance Counselor		10/25/11
Ada Orlando	Network Leader		10/25/11
Philip Quinci	Other <u>Assistant Principal</u>		10/27/11
Janine Zito	Other <u>Assistant Principal</u>		10/27/11
Phyllis Raulli	Other <u>Assistant Principal</u>		10/27/11
Courtney Mancuso	Other <u>Teacher</u>		10/27/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32K384 **School Name:** The Frances E. Carter School

Cluster: 4 **Network:** CFN 104

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

Part A: Needs Assessment Findings

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

The native languages of all parents, including those of English Language Learners in the school, were assessed through discussions with teachers, parents, the Parent Teacher Association and the Parent Coordinator. A need for oral and written translations was identified for parents that speak Spanish, Haitian-Creole, Chinese and Taglog. The need for Spanish language comprised the overwhelming majority of parents who require written translation and oral interpretation in our school.

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

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

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

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

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

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

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

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

Findings from these translated communications are reported directly to the students' teachers and relevant school staff.

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.

Written services in their native language will ensure that parents have accessibility to the following information and workshops:

1. Parent Teacher Association Notices
2. Bill of Parent Rights and Responsibilities
3. Letters for Parent Teacher Conferences
4. Letters for workshops, flyers and hand-outs
5. Letters specifying information about ARIS workshops
6. Letters indicating student ELL status and placement
7. Letters for class trips
8. One-on-one parent meetings

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

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

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

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

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

The majority of our parent population who indicate a primary language other than English at PS/IS 384 is Spanish. Many staff members, including pedagogues and our Parent Coordinator are fluent in Spanish and are assigned oral translation participation in various activities as needed.

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

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

Pursuant to Chancellor's Regulations A-663, PS 384 provides information to parents in their designated primary language regarding language assistance services and their rights in obtaining them. A sign is posted near the primary entrance describing these rights in all present primary languages at PS/IS 384. Our safety plan includes protocol to ensure parents' ability to reach administrative offices in the event of an emergency. The Parent Coordinator, in conjunction with the PTA, will inform the parents of their rights regarding parental notification as per Chancellor's Regulation A-663.

Additionally, as noted in recent changes to the Chancellor's Regulations A-663, no minor child is permitted to provide translation services for school-related matters. Should a parent elect an adult friend or companion to assist in translation, that shall be permitted. Also, our Parent Coordinator participates in all available Professional Development provided by the Network and the Translation and Interpretation Unit. Faculty, parents and administrators are informed of these changes by a designated administrator during faculty meetings, grade level meetings

and parent meetings.

These translation needs are provided to parents during one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurses and/or other school staff regarding critical information about their child's education, as per Chancellor's Regulations.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: M Frans

Borough: Brooklyn District: 32 School Number: 384 School Name:

Cluster Leader: C. Groll Network Leader: Ada Orlando Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Parent Activities	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Budget	<input type="radio"/> Yes <input checked="" type="radio"/> NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="radio"/> No <input type="radio"/> Date: 12/1/11 Senior ELL CPS: M Frans		
Additional Comments:		