



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S 399K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____

PRINCIPAL: MARION J. BROWN _____

EMAIL: MBROWN3@PS399.ORG

SUPERINTENDENT: BUFFY SIMMONS

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
MARION J. BROWN	*Principal or Designee	
NELL JULY SEALY	*UFT Chapter Leader or Designee	
CAROL VENTOUR	*PA/PTA President or Designated Co-President	
JOHNNIE JACKSON	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
DEBBIE KENNEDY-BAKER	Member/	
DIANN GUILLAUME	Member/	
HYCINTH GARVEY LEWIS	Member/	
DENISE YEARWOOD	Member/	
SABRINA MEROLUS	Member/	
TERESA PATTERSON	Member/	
TANIA SANGSTER	Member/	

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

Annual Goal #1

- By June 2012 100% of our students will produce an ELA and Math project, resulting from a unit of study in correlation to the Common Core Standards. Students will attain a score of level 3 or better reflective of teacher created rubric.

Comprehensive needs assessment:

- As indicated by 2010-2011 33% of our students tested failed to make a year's progress on the NYS ELA Exam.
- Additionally, 40% of our students tested failed to make a year's progress as per the NYS Math Exam.

Instructional strategies/activities:

- Overall Inquiry Team will support development and implementation of all units for its duration
- Inquiry Team will analyze students' work and progress
- Teachers will collaborate to create unit of study based on their topic of choice
- Unit will be planned using Grant Wiggins' UBD model and or template suggested from the DOE sample units
- All tasks developed will reflect DI practices and varied student products
- Additional modifications will be made for ELLs and Special Education students
- Unit of Study will run for a duration of 6-8 weeks in both Math and ELA

Strategies to increase parental involvement :

- Communication was made during Curriculum Meeting about the upcoming units of study by each grade respectively
- A follow-up letter will be sent home to all parents detailing the specifics of the unit.
- Parent letter will also address specific actions and involvement needed from home that will support the unit and ensure each child's success
- Information about all units will be accessible on the school's website and individual class pages

Strategies for attracting Highly Qualified Teachers (HQT):

- (DI) Differentiated Instruction training supported by (SDE) STAFF DEVELOPMENT FOR EDUCATORS
- Math and Literacy Coaches
- Teachers will attend conferences for external professional development
- Support within Teacher Teams - engaging in ongoing research and inquiry work to support unit
- School Network support provided

Service and program coordination:

Preface: Many of our students are burdened by socioeconomic issues that often hinder and impede their ability to make academic progress . To this end, the Parent Coordinator becomes a viable liason coupled with various other local services.

- Parent Coordinator conducts workshops with local agencies to support parents with but not limited to, housing, health, legal and parenting issues
- CAMBA
- NYPD – Violence Prevention Program

- **Brooklyn Public Library (Grand Army Plaza branch)**

Budget and resources alignment:

- **ELA/Math Coaches assistance in development and implementation of units**
- **Funds for Inquiry Team**
- **Fair Student Funding for class trips, supplies and other resources**
- **Network Instructional Team will support for each grade level and the overall Inquiry Team**

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ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- **By June 2012 40% of our Black and Hispanic male population in grades 3-5 will show improvements in both Math and ELA. Their proficiency levels will increase a minimum of 0.3 of their previous proficiency level**

Comprehensive needs assessment:

- **2010-2011 data shows that _____ of our Black and Hispanic males did not make a year's progress on NYS Math Exam and _____ on NYS ELA Exam**

Instructional strategies/activities:

- **Sept 2011- June 2012**
- **Intervention Team to include male teachers, Guidance Counselor, Social Worker, Representative from local Precinct, Support Staff, selected classroom teachers and Administration**
- **'Boy friendly' library within the school's library – books from suggested DOE reading list for staff and young men**
- **Boys' Forum – Anti-violence, Hygiene, Team Building, image Building, Basket Ball Program, Incidents/Suspensions**
- **'Boy Friendly' classroom survey**

Strategies to increase parental involvement:

- **Targeted Workshop for parents raising boys or young men**
- **Male parent volunteers on a daily basis**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Workshops and literature provisions made for teachers on how to effectively meet the needs of Black and Hispanic boys and young men and creating a 'boy friendly' classroom environment.**
- **Teachers will attend conferences to further support their need for Professional Development**

Service and program coordination

- **NYPD**
- **Social Worker**
- **DOE Resources provided online "Empowering Boys – Closing the Achievement Gap"**

Budget and resources alignment

- Classroom Teachers
- Local agencies for Boys' Forum
- Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June of 2012 we will reduce the percentage of students tested in grades 3 – 5 who didn't show one year's gain on the NYS Math Exam by 5%

Comprehensive needs assessment:

- 2010 - 2011 data indicates that 40% of our students tested in grades 3 – 5 didn't show a year's progress on NYS Math Exam

Instructional strategies/activities:

- Sept 2011-June 2012
- Identified our high achievers using individual data to create flexible grouping
- Individual Math goals based on current data
- Grade Planning Meetings to discuss students' progress and implications as need for instruction
- Math project from Unit of Study
- Daily Instruction aligned to Common Core
- DI – Tasks and activities
- Am Tutorials for at risk students
- Online Math resources posted on school's website and individual class pages
- Two Math Specialists have been assigned to supplement math instruction
- 90 Minute Math Block for daily instruction
- Students accessed and analyzed individual data to formulate SMART math goals with guidance from classroom teacher
- All grades 3 – 5 students will be mandated to attend After School Program from January 2012 – May 2012

Strategies to increase parental involvement:

- Parent Intervention Form
- Workshops to access and become acquainted with Aris and student data
- Workshop to fill out Intervention forms, ideas or strategies to assist child with helping to meet math goals

Strategies for attracting Highly Qualified Teachers (HQT):

- Professional Development in (DI) – Differentiated Instruction
- Begin Mapping math curriculum and aligning with Common Core Standards
- Professional Development to familiarize staff with Common Core and implications for Daily Instruction

Service and program coordination:

- Parent Coordinator works to address various socioeconomic needs of students in need. More often than not, these issues affect students' daily academic performance and long term growth

Budget and resources alignment:

- Title I, FSF will support the actions/strategies/activities described in this action plan.
- Math Coaches, Data Specialist, Classroom Teachers,

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- **By June 2012 we will reduce the percentage of grades 3 – 5 students tested who didn't show one year's progress on the NYS ELA Exam by 5%**

Comprehensive needs assessment

- **2010 – 2011 ELA data indicates that 33% of grades 3 – 5 students tested didn't make one year's gain on the NYS ELA Exam**

Instructional strategies/activities:

- **September 2011 – June 2012**
- **For 8 weeks of school grades 3 – 5 will implement the Comprehension Tool Kit**
- **Classroom teachers and funded staff will be used to reduce class size for 120 minutes**
- **All Grades 3 – 5 students will be mandated to attend the After-School Program from January 2012 – May 2012**
- **Mapping Reading Curriculum and aligning with Common Core Standards**
- **Differentiated Instruction and activities during daily instruction**
- **Additional focus on Expository, nonfictional texts and on students**
- **Additional Nonfiction/ Informational texts to Classroom Libraries**
- **Wordly Wise Text and online -- implemented to build vocabulary skills**
- **Supplementary Informational text – National Geographic and Time for Kids Magazines**
- **ELA Project from unit of study**
- **Writer's Notebook**
- **Wilson Learning Program**
- **RAZ KIDS**
- **Students access and analyze data with teacher assistance to formulate SMART ELA goals**

Strategies to increase parental involvement:

- **Parent Intervention Form to help support and commit to specific actions that will be taken at home to foster and help students meet their reading goals**
- **Workshops to access and become acquainted with Aris and student data**
- **Workshop to fill out Intervention forms, ideas or strategies to assist child with helping to meet math goals**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Professional Development in (DI) – Differentiated Instruction**
- **Complete Mapping of ELA (Trophies) curriculum and aligning with Common Core Standards**
- **Professional Development to familiarize staff with Common Core and implications for Daily Instruction**

Service and program coordination

- **Parent Coordinator works to address various socioeconomic needs of students in need. More often than not , these issues affect students' daily academic performance and long term growth**

Budget and resources alignment

- **Title I, FSF will support the actions/strategies/activities described in this action plan.**
- **Literacy Coach, Data Specialist, Classroom Teachers,**
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ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 RelloAselmi/ Andrew Mannings	District 17	Borough Brooklyn	School Number 399
School Name Stanley Eugene Clarke			

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

Principal Marion Brown	Assistant Principal Terri Williams
Coach Ms. Letto, Math	Coach Ms. Ivey, Reading
ESL Teacher Strachan	Guidance Counselor Trotman
Teacher/Subject Area Patrick Sanon/ Special Ed.	Parent type here
Teacher/Subject Area Holman/ Math	Parent Coordinator Fulton
Related Service Provider Ms. Thomas, Resource Room	Other Bridget Ramsay
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	528	Total Number of ELLs	33	ELLs as share of total student population (%)	6.25%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1a. The initial identification of the P.S. 399 English Language Learners begins at registration. Following an informal oral interview in English or ,and in the family's native language when possible. Thereafter, the Home Language Identification Survey in the family's native language is offered. After the HLIS is completed, if a language other than English is spoken at home, a LAB-R is scheduled to be administered within ten (10) days of student's registration. Students whose native language is Spanish are administer the Spanish Lab-R. This is given by the ESL teacher whose native language is Spanish. The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is the ESL teacher, a certified ESL Teacher.

1.b The pupil secretary initiates admission and is responsible for given parents a registration package that includes the HLIS form. The pedagogue who is responsible for conducting the initial screening, and administaring the LAB-R is the ESL teacher. The ESL teacher is a Certified ESL Pedagogue, who has been teaching in the NYCDOE for many years.

1c. ELLs students whose LAB-R or NYSESLAT scores show that they are below proficient level in September are candidates to be tested in the spring, with the NYSESLAT. During the year students' scores are obtained by the NYSESLAT Modality Report, Students Exam History Report, and NYSESLAT Performance Level Report found in ATS. As per the Department of Ed., a schedule is implemented from May 23 to the end of May to facilitate the time to administer the exam. The NYSESLAT measures the ELLS progress in developing English language proficiency.

2. Once the students have been identified by the Home Language Identification Survey (HLIS), parents are notified that their child will be tested with the LAB-R, withing 10 days of registration. Parents of tudents whose score are below a proficient level will be notified and invited to a Parent Orientation Meeting during late September. During this meeting parents will view the Orientation Video, in their native language when possible. This procedure will be ongoing during the school year as new students enter the school. After viewing the Orientation Video, parents of ELL are further informed of the educational choices they have. They are offered a Bilingual, Transitional Bilingual, Dual Language or a freestanding ESL programs for their children. Parents are given the address and telephone numbers of the neighboring schools that offers their selection. Also the ELL Instructional Specialist –CFN#4 Ms. Camilla Homes (347) 237 6174 via E-mail is notified of the parent's choice.

3. Immediately following the Orientation Meeting, the entitlement letters, the parents surveys letter, and program selection forms are distributed to the parents. Parents who cannot attend the Orientation Meeting are rescheduled at a later date. Once parents have chosen the ESL program (after viewing the Orientation Video for Parents of Newly Enrolled English Language Learners), a prescribed educational approach is set in accordance to the student needs and strengths. An academic program is aligned with the school's CEP Plan, and New the York City Common CORE Standards. The student performance level will indicate the instructional units required by the Commissioner's Regulation Part 154(CR Part 154).

4. When there is a program selection other than ESL in the Program Selection form (Bilingual Education, Transitional Bilingual Program or Dual Language), A meeting is schedule with the parent, here they are given the following information: a list of neighboring schools that offer transitional bilingual or dual language programs. The school secretary or the ESL teacher makes contact with the school that offers the academic choice of the parent. Our neighboring schools are P.S.6 ,and P.S.181 Bilingual Hatian Creole, P.S. 189 Transitional Spanish. Aschedule meeting is arranged to facilitate registration into the chosen program. . New admits that were in an ESL, Dual Language, Bilingual or Transional program and parents choose ESL, are given the Continuation letters in their native language. All letters are place in the student’s file, kept by the ESL teacher.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parents' program choice at P.S. 399, has been English as a Second Language. A copy of the Parent Survey and Program Selection returned to the school are place in the student's folders. Since the last few years the trends of parental choice is ESL, we have been using this data to effectively plan for our students and parents. Native language support is use when needed for students and parents. Interactive activities with instructions given to the students in their native language is provided. Parents have ongoing assess to oral translation over the phone from 6:30 to 8:00A.M Monday to Friday in Spanish and 3:30 P.M-5:00 P.M in Hatian Creole.

6a. The ELLs identified as having special needs are mainstreamed in our school. The ESL instruction accommodates their learning needs. ESL instruction is deliver in small group. Groups are by grades and all students belong to the same classroom .Grouping by grade and providing differentiation in instruction allows individual attention as needed. The Freestanding English as a Second Language Program (ESL) program provides instruction in English with native language support, emphasizing English language acquisition. Students in ESL on grades kindergarten, grade 1, and grade 3 participate in a pull-out model. Grades 2 and 4 participate in the push-in model. The classroom teacher and the ESL teacher maintain ongoing articulation. The collaboration with the regular classroom teacher provides language acquisition as well as content.

6b. After following all the criteria and procedures to identify and place ELL students in an ESL instructional program, parents are invited to participate in ongoing workshops during the school year. These workshops are offered by the Parent Coordinator, Administration of the school, coach, Fordham University and teachers. These workshops include Grade Orientation in September, ongoing Test Preparation Meetings for Parents of Students in Grades 3-5 and many more. (Consult CEP). The ESL teachers have an open communication (in person and through telephone calls) regarding student’s progress, questions about homework, lending library and instruction to use RAZ-Kids at home throughout the school year. In the event, that parents of ELLs choose a Transitional bilingual, or Dual Language programs, parents will be given information as to which schools offers they chosen program. Our school is overpopulated and housed in a small building; therefore, we cannot meet the requirements of opening new programs for English Language Learners.

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														0
Push-In	9	6	8	7	2	1								33
Total	9	6	8	7	2	1	0	0	0	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

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

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

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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
Spanish	2	2	3	2	1	0								10
Chinese														0
Russian														0
Bengali		1	1											2
Urdu														0
Arabic		2												2
Haitian	7	1	4	2	1	1								16
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				3										3
TOTAL	9	6	8	7	2	1	0	33						

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?

Paste response to questions 1-7 here

1.a The P.S. 399 English as a Second Language program is a freestanding pull-out educational program in grades K-5. However,

A. Programming and Scheduling Information

accordingly there are times that the ESL teacher push in. Especially in grades 2 and 4. The ESL program presently serves 29 students from the general education and four third grade students whose IEP indicates ESL services. The school's ESL population consists of students whose first language is Fulani, Haitian Creole, Wolof, Arabic, Spanish, French or Bengali. The students represent the countries of Bangladesh, Haiti, Puerto Rico, Dominican Republic, Mexico, Ghana, and New Guinea, Africa. There are two (2) SIFE students receiving 360 minutes of ESL a week and additional Language Arts instruction in the classroom. The ELLs identified as having special needs are mainstreamed in our school. The ESL instruction accommodates their learning needs. ESL instruction is deliver in small group. These groups are formed by grades and all students belong to the same classroom .Grouping by grade and providing differentiation in instruction allows individual attention as needed. The Freestanding English as a Second Language Program (ESL) program provides instruction in English with native language support, when possible. The classroom teacher and the ESL teacher maintain ongoing articulation. The collaboration with the regular classroom teacher provides language acquisition as well as content.

2.b. ESL students are usually grouped in the same class by grade. This model facilitates continuity, and ongoing articulation with the classroom teacher. Common Planning, unit planning, focusing on the same CORE, common goal , and objectives facillitates common planning.

2.a The ESL population receives all instruction in English, as per NYS regulations Part 154. The instructional units in ESL are determined by the student's English Proficiency level and the NYSESLAT and/or the LAB-R scores/levels. The beginner and intermediate level students are serviced 360 minutes per week. This consists of an average of two 45 minutes periods a day, four days a week. Advanced students are served 180 minutes per week, receiving approximately one (1) period a day.

3. The content areas are delivered in English. A variety of methods is use to develop Social (BICS) and Academic (CALP) through Informational Text and content-based instruction with activities that encourage accountable talk.

- o KAPLAN Reading and Math books..
- o Math Blaster Software
- o Measuring Up – Science
- o Non-Fiction Library – Social Studies /Science
- o National Geography

4. ELL's whose native language is Spanish are appropriately evaluated in their native language when they enter the Public School System. The Spanish LAB-R is administered once the student is identified as ELL.

5.a. The school's ESL population consists of students whose first language is Fulani, Haitian Creole, Wolof, Arabic, Spanish, French or Bengali. The students represent the countries of Bangladesh, Haiti, Puerto Rico, Dominican Republic, Mexico, and New Guinea, Africa. There are two (2) SIFE students receiving 360 minutes of ESL a week and additional Language Arts instruction in the classroom. Some of the interventions and programs that are being implemented are:

- Professional development given by the Literacy and Math Coach SDE –Staff Development for Educators, and others
- After School Reading and Math
- Morning Reading Circle ,before school
- Literacy and Mathematics Coaches in our schools will work with teachers everyday to improve the quality of their teaching;

5.b. The Newcomers and SIFE students use LEAP FROG to develop listening skills, vocabulary and comprehension skills. This program develops social and academic language. In the LEAP FROG program instructions are given in Spanish or French.

Raz- Kids is an independent reading and listening program that provides practice in fluency and comprehension. This program meets the needs of all of our subgroups. Newcomers begin by listening and following the text. As students advance in language acquisition, students will read the text only. Students progress from levels A to Z, as set by Fountas and Panella.

5.c. We have 5 students that have been receiving services for over 4 years. In addition to the above programs our students participate on Quia Web, and Hook on Phonic.

A. Programming and Scheduling Information

Quia -Computer Software is a skills-based, self-paced, and data-driven instruction program. This language arts program focuses on reading comprehension and English language conventions. Students may start at a very low level and gain confidence to move up. This program meets the needs of intermediate and advanced ELLs.

5.d. Presently we do not have students receiving long - term services or over 6 years.

6. The ELLs identified as having special needs are mainstreamed in our school. The ESL instruction accommodates their learning needs. ESL instruction is in small groups, which also allows for individual attention as needed. In addition to ESL instruction, ELLs are provided additional intervention by the Guidance Counselor, the speech therapies and social worker.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	This reduces class size and meets the diverse needs of ELL-SWFDs within the least restrictive environment.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The target intervention program for ELLs in ELA, Math and other content area in P.S. 399 is conduct in English. These groups are constantly reviewed and revised periodical. This revision is due to the outcome of the students' Acuity, Ed. Performance, and Trophy, Beginning of the year Assessment, Middle of the year, Holistic, and End of the Year Assessment. As part of the target intervention

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?
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17. What language electives are offered to ELLs?

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8. The target intervention program for ELL,s in ELA ,Math and other content area in P.S. 399 is conduct in English. These groups are constantly reviewed and revised periodical. This revision is due to the outcome of the students' Acuity, Ed. Performance ,and Trophy,Beginning of the year Assessment, Middle of the year, Holistic, and End of the Year Assessment. As part of the target intervention the students participate in the following programs:

- Streaming for Reading and Math
- Extended day program
- Afterschool
- Interactive softwares in math and reading that monitors the improvement of each student.
- Saturday Classes and Before and After School Instruction

9. ELLs that are reaching proficiency on the NYSESLAT continue transitional support by participating in 45 minutes a day of ESL. These students are also grouped by level in reading and math and participate in the following program: TITLE III, Extended Day program, Afterschool, Saturday Classes and before school classes.

10. For the upcoming school year our school is expanding the Robotic Program for the teaching of Reading, Science and Math. We will also introduce educational APPs and have the students use more I-PADS . Also The Reading and Math curriculum has been aligned with the Common CORE and all teacher are using Curriculum Mapping as a pacing guide .

11. P.S. 399 will not discontinue the present programs available.

12. The English Language Learners in P.S. 399 have equal access to all school programs. They participate in the following activities:

Tap Dance

Mouse Squad

Robotics

Chores

Swimming

Project Arts

New York Care

Winter Ball

Family Day

Story Telling, and several other activities in our school.

13. The following instructional materials are use for the ELLs students:

All CORE materials and classroom materials, all libraries books,

Technology Lab, Smart Board, Desktops and Ipads, Camaras, hand-on Science, Math and Reading

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.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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- Saturday Classes and Before and After School Instruction
-

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12. The English Language Learners in P.S. 399 have equal access to all school programs. They participate in the following activities:

- Tap Dance
- Mouse Squad
- Robotics
- Chores
- Swimming
- Project Arts
- New York Care
- Winter Ball
- Family Day
- Story Telling, and several other activities in our school.

13. The following instructional materials are use for the ELLs students:

- All CORE materials and classroom materials, all libraries books,
- Technology Lab, Smart Board, Desktops and Ipads, Camaras, hand-on Science, Math and Reading
- Beginners: ABCYA.com Math/Reading

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3

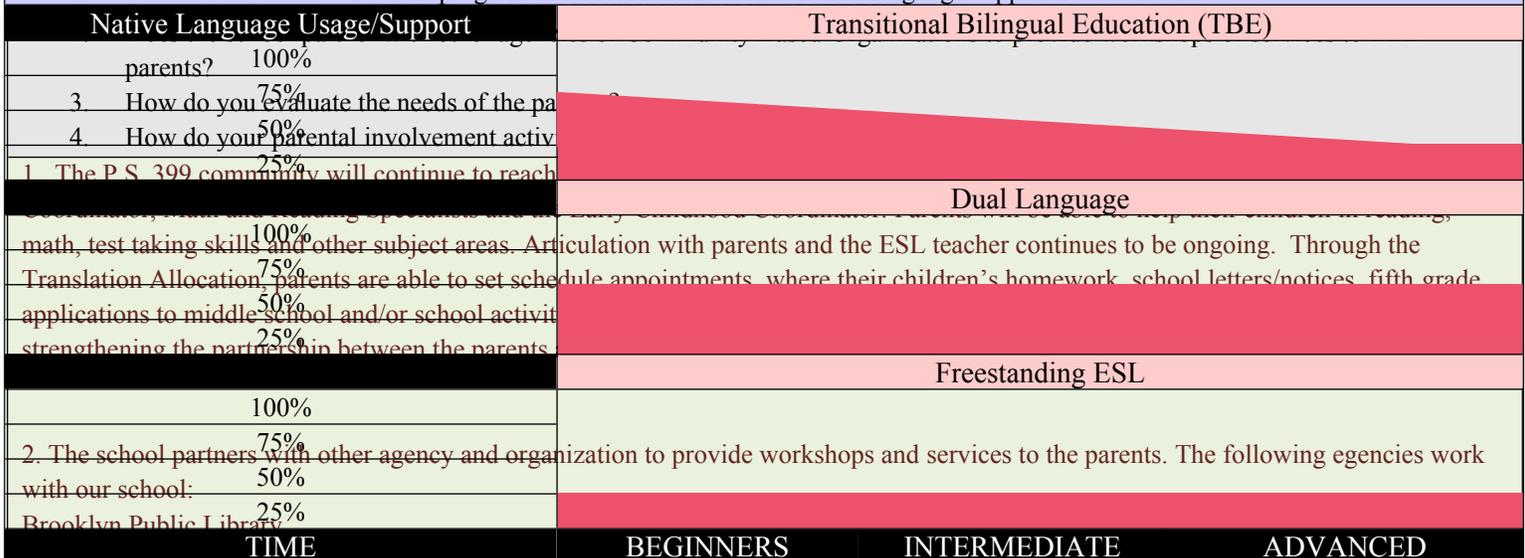
1. Staff Development is constantly offered by the Literacy Coach, Math specialist and Technology Specialist. There is also workshops offered by Tequipment Incorporated, SDE, (Staff Development for Educators) and encouragement to attend other workshop given to benefit our students.

2. School Transition Support to Middle School
Staff and parent support is provided by the Articulation Dinner which promote a smooth transition from 5th Grade at P.S. 399 to top middle schools. The middle schools sent representatives to this dinner to provide information regarding their specific programs
The guidance has an open door policy to assist teachers with grade 5 transition into Middle School.

3. Teachers, Assistant Principals, Paraprofessionals, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators that have not participated in the Mandated 7.5 hrs of ESL Professional Development are encouraged to participate in the Staff Development offered by the UFT, Department of Education. Through Protrax, Staff Development offered through Principals Weekly and the Teachers

Native Language Usage and Supports

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



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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

2. The school partners with other agency and organization to provide workshops and services to the parents. The following agencies work with our school:

Brooklyn Public Library
Dept. of Child Support
Lion's Club
NYCARES
CAMBA
Dial a Teacher
Erasmus Federation
BEOC

3. The needs of the parents are evaluated according to the ongoing communication of parents and the parent coordinator, the open door policy that the principal have established, and The parents' servey form.

4. All of our parental activities addresses the needs of our parents.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. The target intervention program for ELL,s in ELA ,Math and other content area in P.S. 399 is conduct in English. These groups are constantly reviewed and revised periodical. This revision is due to the outcome of the students' Acuity, Ed. Performance ,and Trophy,Beginning of the year Assessment, Middle of the year, Holistic, and End of the Year Assessment. As part of the target intervention the students participate in the following programs:

- Streaming for Reading and Math
- Extended day program

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?
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- Streaming for Reading and Math
- Extended day program
- Afterschool
- . Interactive softwares in math and reading that monitors the improvement of each student.
- Saturday Classes and Before and After School Instruction
- .

9. ELLs that are reaching proficiency on the NYSESLAT continue transitional support by participating in 45 minutes a day of ESL. These students are also grouped by level in reading and math and participate in the following program: TITLE III, Extended Day program, Afterschool, Saturday Classes and before school classes.

10. For the upcoming school year our school is expanding the Robotic Program for the teaching of Reading, Science and Math. We will also introduce educational APPs and have the students use more I-PADS . Also The Reading and Math curriculum has been aligned with the Common CORE and all teacher are using Curriculum Mapping as a pacing guide .

11. P.S. 399 will not discontinue the present programs available.

12. The English Language Learners in P.S. 399 have equal access to all school programs. They participate in the following activities:

Tap Dance

Mouse Squad

Robotics

Chores

Swimming

Project Arts

New York Care

Winter Ball

Family Day

Story Telling, and several other activities in our school.

13. The following instructional materials are use for the ELLs students:

All CORE materials and classroom materials, all libraries books,

Technology Lab, Smart Board, Desktops and Ipads, Camaras, hand-on Science, Math and Reading

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.
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- Afterschool
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- Tap Dance
- Mouse Squad
- Robotics
- Chores
- Swimming
- Project Arts
- New York Care
- Winter Ball
- Family Day
- Story Telling, and several other activities in our school.

13. The following instructional materials are use for the ELLs students:

- All CORE materials and classroom materials, all libraries books,
- Technology Lab, Smart Board, Desktops and Ipads, Camaras, hand-on Science, Math and Reading
- Beginners: ABCYA.com Math/Reading

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3

1. Staff Development is constantly offered by the Literacy Coach, Math specialist and Technology Specialist. There is also workshops offered by Tequipment Incorporated, SDE, (Staff Development for Educators)and encouragemen to attend other workshop given to benefit our students.
2. School Transition Support to Middle School
Staff and parent support is provided by the Articulation Dinner which promote a smooth transition from 5th Grade at P.S. 399 to top middle schools. The middles schools sent representatives to this dinner to provide information regarding their specific programs
The guidance has an open door policy to assist teachers with grade 5 transtion into Middle School.
3. Teachers, Assistant Principals, Paraprofessionals, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators that have not participated in the Mandated 7.5 hrs of ESL Professional Development are encouraged to participate in the Staff Development offered by the UFT, Department of Education. Through Protrax, Staff Development offered through Principals Weekly and the Teachers

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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2. The school partners with other agency and organization to provide workshops and services to the parents. The following agencies work with our school:

Brooklyn Public Library
 Dept. of Child Support
 Lion's Club
 NYCARES
 CAMBA
 Dial a Teacher
 Erasmus Federation
 BEOC

3. The needs of the parents are evaluated according to the ongoing communication of parents and the parent coordinator, the open door policy that the principal have established, and The parents' servey form.

4. All of our parental activities addresses the needs of our parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	1		1		1								10
Intermediate(I)	2													2
Advanced (A)														0
Total	9	1	0	1	0	1	0	0	0	0	0	0	0	12

NYSESLAT Modality Analysis

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

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

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

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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marion Brown	Principal		
Teresa Williams	Assistant Principal		
Rafaela Fulton	Parent Coordinator		
Carmen Strachan	ESL Teacher		
	Parent		
Patrick Sanon, Special Ed.	Teacher/Subject Area		
Sherice Thomas	Teacher/Subject Area		
	Coach		
Natasha Holman	Coach		
Wayne Trotman	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K399 **School Name:** P.S. 399

Cluster: 1 **Network:** CFN#110

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 parent language preference form, the Home Language Survey form, and the needs parents articulate to the staff are the data used to assess the school written translation and oral interpretation needs. To ensure that all parents are provided with appropriate and timely information in a language they can understand, during registration, Parent Orientation Meetings, ESL Orientation Meeting, PTA, Parent Teachers' Conference or Grade 5 articulation, oral translation is provided to the parents of ELLs, as needed. This oral translation is facilitated by the ESL teacher, the parent Coordinator, a school aide as well as volunteer parents. If written translation is necessary the office of translation and Interpretation unit is contacted in a timely manner.

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

The major findings of the school for the need of translation is that most parents preferred material written in English. Key documents are downloaded and translated in Spanish, and Haitian Creole. If further translation is needed the school contact the Translation & Interpretation Unit at 45-18 Court Square, NY 11101.

Part B: Strategies and Activities

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

The writing translation services the school will provide is that all key documents are given in the native language and in many cases in the native language and in English. Welcome signs and translation request signs are posted around the entrance of the school and in the main office. These signs are posted in English and in the ELLs' native language. If the need to hire a translator occurs, the school will request a translator with a contracted vendor from the DOE vendor and contact information form.

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.

The Oral Translation service is the main request of the parents of P.S. 399. This is an in house procedure that meets the identified need of the parents. This service is provided after or before school. It is delivered by the ESL teacher, the Parent Coordinator, a School Aide and volunteer parents. Parents are encouraged to come before or after school to have documents orally translated.

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>.

P.S. 399 will fulfill Section VII of the Chancellor's Regulation A-663 with the data from the NYC Department of Education Language Preference Form, given at registration. Also, during grade articulation and the ESL Orientation of parents' meeting, parents have voiced that they preferred to receive written information from the school in English. Parents prefer to meet with a staff member after or before school to receive oral translation and information. As per the Chancellor's Regulation A-663, parents receive information at registration in the language requested. All key documents are given in the native language and in many cases in the native language and in English. Welcome signs and translation request signs are posted around the entrance of the school in the students' native language. If the need to hire a translator occurs, the school will request a translator with a contracted vendor from the DOE vendor and contact information form..

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.399	DBN: 17k399
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Nichele Andrew Manning
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S.399's TITLE III program supplements instruction for ELLs and previous ELLs in grades 3, 4 and 5. This program targets LEPs/ELLs scoring at the beginning and intermediate level in ESL proficiency, based on either the LAB-R or NYSESLAT. It will also include students who have tested out of ESL based on the NYSESLAT and have scored a Level 2 in the NYS ELA and Math exams. Instruction will be conducted in English. English Language Learners in grades 2-5, will participate in the Title III after-school program starting January 4, 2012 to May, 2012. After School will take place on Tuesdays, Wednesdays and Thursdays from 3:30PM to 5:30 P.M. On Tuesdays and Wednesday, students will work on reading skills on Thursday, students will concentrate on math skills. In addition, students in grades 2-5 will meet with the ESL teacher from Monday to Thursday, for The Morning Reading Circle. from 7:45AM to 8:30AM.

The After-School Title III program is conducted by a certified ESL teacher and a Common Brach teacher with a rich experience in working with ELLs, and a Masters in Reading. Each teacher is budgeted for 60 hours, two hours a day three days a week and 1 hour a day, Monday to Thursday during the Zero hour . This co-teaching team implements a set of prescribe programs that will enhance listening, speaking, reading and writing as well as Mathematics skills.

The Title III supplementary after school program will be using the following academic materials:

1. Morning Reading Circle: Grades 2-5

Students listen to audio books and participate in oral discussions followed with written responses. This meets the listening, speaking, reading and writing strands of the NYS ELA and NYSESLAT. This program will in addition develop social and academic language through ESL strategies and techniques. Further more, students develop critical thinking skills to express observations, state opinions, and draw conclusions which are skills covered in the NYS ELA test.

Materials will include 6 sets of 20 books each on tapes or CDs purchased from Scholastic or Perma Bound

2. Modern Curriculum Press Phonics book: K-5

The Modern Curriculum Press is a research-based program that addresses the English language grammar mechanics and skills on the NYS ELA and NYSESLAT. It colorful pictures and cyclical style of presenting the skills will enhance the ELA vocabulary and reading and writing skills. This program is use

Part B: Direct Instruction Supplemental Program Information

as an instructional tool in the TITLE III after -school program as a preparation for the for the ELA, EPAL and NYSELAT test.

We purchased Modern Curriculum Press Phonics, 10 copies of Level A and 20 copies of Level B (\$14.58/book).

3. KAPLAN Reading program Grades 3-5

A set of units that develops skills in speaking, listening, reading and writing also it familiarize students with the type of questions they are faced on testing day. Another component of KAPLAN is that it focuses on comprehension skills needed for the NYS ELA test. This is of no cost to Title III.

Kaplan Math Grades 3-5

The Kaplan books are a set of units that develops mathematics skills and strategies which help students with comprehension and problem solving in reading Mathematical content. The Kaplan program is aligned with the NYS performance indicators assessed at grades 3, 4, and 5.

This is of no cost to Title III.

5. IXL. An interactive Math software program that enhance reading skills. Grades 2-5

This is a skills-based, no grade specific computer program. The cost for this software is \$200 for license registration.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Teachers, Assistant Principals, Paraprofessionals, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators that have not participated in the Mandated 7.5 hrs of ESL Professional Development are encouraged to participate in the Staff Development offered by the UFT, Department of Education. Through Protrax, Staff Development offered through Principals Weekly and the Teachers Weekly.

The Literacy Coach, Math specialist and Technology Specialist articulates with teachers, on the use of hands-on and manipulative materials. As a result these techniques facilitate instruction for the ELL learners. On-going communication between the English as a Second Language Teacher, Classroom Teachers, Literacy Teacher, Literacy Coach and Math Specialist. The school Staff Development schedule includes workshops and activities with methods that can be used to meet the needs of all students as well as the ELL students. These workshops are of no cost to TITILE III.

Professional Development:

September	Differentiating Instruction
September	Curriculum Mapping
October	Alignment of the COMMON CORE with the Curriculum
November	Quality Review
	Smart Board Workshop
December	Educational Performance Least Restrictive Environment
January	Math Performance Task Assessment
	Assessment Analysis
	Reading / Unit Planning aligned with the COMMON CORE

Part C: Professional Development

February	ELA Performance Task / Assessment Analysis
March	Smart Notebook Workshop / Test Protocol and Procedures
April	Reading Data
May	Rainbow Festival / Alignment the Curriculum to the Core 2012-2013
June	Planning / 2012-2013

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

After following all the criteria and procedures to identify and place ELL students in an ESL instructional program, parents are invited to participate in ongoing workshops during the school year. These workshops are offered by the Parent Coordinator, Administration of the school, coach from Fordham University. These workshops include Grade Orientation in September, ongoing Test Preparation

Meetings for Parents of Students in Grades 3-5 and many more. (Consult CEP). ESL teachers have an open communication (in person and through telephone calls) regarding student's progress, questions about homework, lending library and instruction to use RAZ-Kids at home throughout the school year.

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

The following schedule are workshops given to parents at no cost to TITLE III. Parents are notified by phone, letters, and the P.S. 399 website.

September 21,22,19,20 - Curriculum Meetings Grades K-5

English as a Second Language Parent Orientation Meeting Grades K-5

October 15, 2012 Family Dday

November 3 Grade 5 Articulation Day

November 15 TITLE I Meeting/ ARIS Parent Link

December 14 Tuition Free Academic Program

ARIS Parent Link

January 17&19 Diabetes and Obesity: Early Detection

Parent/ Child Math Evening

Part D: Parental Engagement Activities

February 14	ELA Prep
March	How to talk to Kids SO Kids Listen, How to Listen SO Kids Can Talk Sleep Deprivation and Children
April	Parenting Skills Development/ DNA and Child Support
May	Conflict Resolution
June	Parents' Breakfast/ Award Night

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	120 hr pr. teacher 2 teachers \$41.98/ \$8,234 from Title III	An ESL teacher and a Common Branches Reading teacher with experience with ELLs students
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development 	of no cost to TITLE III	Of no cost to TITLE III

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	Audio books \$1,376	Audio-books develops vocabulary, listening skills, comprehension and over all reading skills.
Educational Software (Object Code 199)	Interactive software: IXL \$200 Math Blaster \$700 Reading Blaster \$700 ??????	Interactive Reading and Math games that reinforce skills and develop Math and Reading concepts.
Travel	NA	NA
Other	NA	NA
TOTAL	11200	