Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 396

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X396

PRINCIPAL: NICOLE A. TINÉ EMAIL: NTINE@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Nicole A. Tiné	*Principal or Designee	
Kiew Steshenko	*UFT Chapter Leader or Designee	
Madeline Echevaria	*PA/PTA President or Designated Co-President	
Ursulina Miranda	DC 37 Representative	
Douglas Manzella	Member/Teacher, SLT Chair	
Judy Concepcion	Member/Teacher	
Lindsay Macpherson	Member/Teacher	
Zita Urban	Member/Paraprofessional	
Hilary Wolf	Member/Parent	
Toni Rodriquez	Member/Parent	
Elaine Ellison	Member/Parent	
Amy Hochstein	Member/Parent	
Belky Fermin	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Improving communication with all stakeholders to build a shared understanding of PS 396 instructional expectations, in order to gain collaborative support of instructional expectations to lead to improved student outcomes.

A) By October 2011 teachers will have met with PreK-5 parents regarding student goals (reviewing individual goals and development process, as well as actions parents can take to support goals at home) that support school instructional expectations leading to better student outcomes.

B) By November 2011 administrators will have met with PreK-5 teachers regarding teacher goals that support school instructional expectations leading to better student outcomes. Administrators will focus these meetings on: clarifying school-wide instructional expectations; supporting teacher development of appropriate SMART goals that align with instructional expectations; and receiving information on teacher goals in order to plan for appropriate school-wide support.

Comprehensive needs assessment

This goal has been created in response to several factors beginning with the 2010-2011 Learning Survey results. The survey results indicate that teachers feel they need more clarity around school-wide instructional expectations including both academic student outcomes as well as teacher's professional responsibilities. In addition parent feedback during both SLT and PA meetings have indicated a need for improved communication with parents regarding school procedures as well as instructional expectations for students at each grade level.

Instructional strategies/activities

Setting Clear Expectations

- Revision of the Staff Handbook
- Launch of e-Chalk Website, including: online calendar; teacher resources; staff handbook with school procedures and protocols, professional development archives and resources
- Faculty conferences
- Curriculum Night & Parent/Teacher Conferences
- Academic Parent Workshops
- Community Service initiative
- TGIF weekly emails
    - July 2011-June 2012

Goal Setting

- Students in grades preK-5 establish student achievement goals across content areas
- All teachers will establish achievement goals explicitly linked to our CEP Goals and 2011-2012 Citywide Instructional Expectations.
- Goal setting meetings with administration: initial (fall); mid-year progress meeting; end year summative meeting; additional informal & formal observation feedback on progress towards goals, as needed

- October 2011-June 2012

Feedback and Professional Support

- Formal and informal observation cycles
- Inquiry meetings (grade leader weekly meeting as well as school-wide weekly meetings)
- Professional development sessions (including: Summer Academy; Chancellor's Days; ASD workshops (weekly); lunch and learns; etc.)
- Mock Quality Review
- Review of school-wide data throughout the year
- Grade meetings, including: data review and analysis; looking at student work; collaborative planning; curriculum mapping
    - September 2011 - June 2012

Collaborative Leadership

- CEP Committee meetings
- Goal Setting meetings
- Grade Leader Inquiry meetings
- School Leadership Team meetings
- School-based needs assessment survey (based on annual Learning Environment Survey)
    - September 2011 - June 2012

Strategies to increase parental involvement

- Parent communication events including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; ASD Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)
- Parent-student achievement celebrations, including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Halloween; Thanksgiving/gratefulness)
- Parent intervention meetings, including: IEP meetings
- Launch of eChalk Website, including: online calendar; parent resources
- Parent Compact and Parent Involvement Policy
- ASD program brochure

Strategies for attracting Highly Qualified Teachers (HQT)

- ASD Nest connections for recruitment at Hunter and NYU
- Principal participation in hiring fairs
- Advertisement of vacancies through open collaboration
- Collaboration with Network HR point
- Personal interview and demonstration lesson for all candidates
- Mentor program for new teachers, as well as teachers new to the building
- ASD open house and brochure
- School website (eChalk)
- Review of teacher data reports
- Review of teacher professional goals

Service and program coordination

- Family Worker
- Morris Heights clinic
- SuperStart Plus Pre-Kindergarten program

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- E-chalk supported website
- Instructional materials to support inquiry work
- Teacher and Supervisory per-session to support professional development
- Teacher and Supervisory per-session to support parent workshops
- Purchase of parent incentives to increase participation at parent events (curriculum night, parent/teacher conferences, workshops)
- Administrative time management to allow for participation in grade meetings, increased and more frequent observations with feedback, goal setting meetings, management of website, professional development

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2012, we will design and implement a cohesive and coherent curriculum plan in grades PreK – 5 to improve student outcomes through school-wide aligned and rigorous instruction.**

Comprehensive needs assessment

- After conducting a joint administration/grade leader review of curriculum units used from grades PreK - 5 it was determined that our curriculum units overall lack vertical alignment and fail to meet rigorous standards as set forth in the new Common Core Standards. If we are to adequately prepare our students to engage the level of expected academic discourse we must first design and then implement a cohesively aligned curriculum throughout the grades that is fully based on the Common Core principles.

Instructional strategies/activities

Professional Development

- Sponsor Network curriculum mapping summer workshops
- Support staff through Principal and AP participation during Network curriculum mapping summer workshops
- Summer PD Academy and ongoing PD on developing rigorous units of instruction using Common Core Learning Standards including Chancellor's PD Days, lunch and learns, additional AUSSIE sessions (in school and external PD), Network and additional ASD Nest program opportunities
    - September 2011 - June 2012

Professional Activities

- Establish a vertical curriculum team to meet throughout the year
- Establish grade leaders to coordinate with all teachers across the grades and share team meeting outcomes and receive input
- Establish weekly grade leader inquiry meetings to model and support appropriate curricular to be done within grades, as well as articulate regarding priorities across grades
- Dedicated grade meetings to look at student work, student data, and planning based on assessments
- Goal meetings with administration three times a year
- Formal & informal observation feedback to support Citywide Instructional Expectations of short, frequent cycles of observations with a shared rubric
    - September 2011 - June 2012

Strategies to increase parental involvement

- Parent communication events including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; ASD Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)
- Parent student achievement celebrations, including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Halloween; Thanksgiving/gratefulness)
- Parent intervention meetings, including: IEP meetings

- Launch of eChalk Website, including: online calendar; parent resources
- Parent Compact and Parent Involvement Policy
- ASD program brochure

Strategies for attracting Highly Qualified Teachers (HQT)

- ASD Nest connections for recruitment at Hunter and NYU
- Principal participation in hiring fairs
- Advertisement of vacancies through open collaboration
- Collaboration with Network HR point
- Personal interview and demonstration lesson for all candidates
- Mentor program for new teachers, as well as teachers new to the building
- ASD open house and brochure
- School website (eChalk)
- Review of teacher data reports
- Review of teacher professional goals

Service and program coordination

- Family Worker
- Morris Heights clinic
- SuperStart Plus Pre-Kindergarten program

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Funds to support the Network curriculum mapping sessions, allowing all teachers from PS 396 to participate
- Teacher and Supervisory per-session to support professional development
- Teacher and Supervisory per-session to support Curriculum Team (meeting one Saturday each month)
- Allowing teachers and supervisors to attend ongoing PD sessions including Aussie, Network and additional ASD Nest program opportunities
- Allocating additional resources for Grade Leaders and an additional prep period each week to support their extra planning and facilitation across the grade
- Administrative time management to allow for participation in grade meetings, increased and more frequent observations with feedback, goal setting meetings, management of website, and professional development

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2012, 60% of students in grades one through five will demonstrate gains in reading achievement by reaching grade level standards or by demonstrating one year's growth as measured by independent reading levels.**

Comprehensive needs assessment

- After conducting a two-year trend analysis of student performance data on independent reading levels, it was determined that only approximately 50% of students, grades one through five, are achieving grade level standards. Many students in our special education and English language learner sub-groups explicitly struggle as they begin the year well below standards for the grade. As such it was determined that by demonstrating at least one year's growth on independent reading levels they too would make progress towards meeting grade level standards. In particular, we have found comprehension to be the component most lagging in our students' reading proficiency, drawing from our assessment of prior instruction in the Direct Instruction program focusing on decoding skills over making meaning. This guides our focus on interventions that most support students' comprehension skills.

Instructional strategies/activities

Professional Development

- Ongoing PD specific to Balanced Literacy and components to support instruction and assessment of independent reading
- PD sessions focusing on techniques to support students in making meaning (during Inquiry sessions, Summer PD Academy, and Chancellor's Days, etc.), including: Depth of Knowledge (Karin Hess), Questioning the Author (Isabel Beck/Institute for Learning), Guided Reading/Running Records, etc.
- PD on developing and implementing rigorous units of instruction using Common Core Standards.
    - August 2011 - June 2012

Materials

- Purchase of appropriate guided reading and independent reading books for all grades and levels.
- Purchase of additional laptop computers, I-pads, research based online literacy applications and software including RAZZ kids, Starfall, Tumble Books and Imagine Learning
    - September 2011 - November 2011

Professional Activities

- School wide Inquiry to focus on questioning and differentiation.
- Focus on questioning competency from Danielson Framework.
- Formal & informal observation feedback.
- Dedicated grade meetings to look at student work, student data, and planning based on assessments.
- AIS literacy teachers to provide differentiated push-in support for struggling students in both early childhood and upper-elementary grades
- ESL teachers to push-in to provide better aligned instruction
- Small group tutoring sessions for students in grade 3
- Saturday Academy for students in grades 3-5

- September 2011 - June 2012

Strategies to increase parental involvement

- Parent communication events including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; ASD Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)
- Parent student achievement celebrations, including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Halloween; Thanksgiving/gratefulness)
- Parent meetings, including: IEP meetings
- Launch of eChalk Website, including: online calendar; parent resources
- Parent Compact and Parent Involvement Policy
- ASD program brochure

Strategies for attracting Highly Qualified Teachers (HQT)

- ASD Nest connections for recruitment at Hunter and NYU
- Principal participation in hiring fairs
- Advertisement of vacancies through open collaboration
- Collaboration with Network HR point
- Personal interview and demonstration lesson for all candidates
- Mentor program for new teachers, as well as teachers new to the building
- ASD open house and brochure
- School website (eChalk)
- Review of teacher data reports
- Review of teacher professional goals

Service and program coordination

- Family Worker
- Morris Heights clinic

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Teacher and Supervisory per-session to support professional development
- Teacher and Supervisory per-session to support Saturday Academy (10- 4 hour sessions) and small group tutoring (twice weekly before or after-school sessions)
- Allowing teachers and supervisors to attend ongoing PD sessions including Aussie, Network and additional ASD Nest program opportunities
- Purchasing of instructional materials including online licenses, software and hardware
- Additional AIS teachers (4 in total) to provide more small group instruction to support struggling students
- Administrative time management to allow for participation in grade meetings, increased and more frequent observations with feedback, and professional development

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.
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	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	12	11	**N/A**	**N/A**	2	--	5	3
1	33	10	**N/A**	**N/A**	3	2	--	5
2	8	12	**N/A**	**N/A**	3	--	--	2
3	23	19	**N/A**	**N/A**	1	--	--	6
4	16	17	16	12	2	4	2	10
5	21	12	14	16	1	5	2	47
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	During instructional time students benefit from push-in and pull-out support taking place during the literacy block. AIS providers work with small groups of children during Reader's and Writer's Workshop. Many students also receive one to one intervention from AIS providers and Reading Recovery Teachers. AIS students also receive support during Extended day/After school program and Saturday Academy from December-May. Comprehensive reading programs used for intervention are designed to develop students understanding and knowledge of concepts of print using the alphabetic principal and other basic conventions of the English reading and writing system. Furthermore these programs help our students develop proficiency in reading with a capacity to comprehend text across a range of types and disciplines. • Reader's Workshop: Through Guided Reading lessons, instruction is delivered in groups of 4-6 students during the school day using mentor text such as The Continuum of Literacy Learning by Fountas and Pinnell, Key Links Literacy, Kaplan, Fundations, Wilson, Sadley-Oxford, First Little Readers, Scholastic/Times for Kids Magazines and Harcourt programs, teacher made materials and formal and informal assessment. Multiple-choice and brief and extended response questions are used in a consistent lesson format, targeting instruction, practice, and reinforcement. • Writer's Workshop: Through the development of writing styles and thematic units student are exposed to different text types and purposes to adequately master a range of skills and application. Through Guided writing lessons, instruction is delivered in groups of 4-6 students during the school day using The Writing Process, The Continuum of Literacy Learning by Fountas and Pinnell, Lucy Calkins Approach (Teachers College), Handwriting Without Tears, the six traits of writing, teacher made materials and formal and informal assessment.
Mathematics	During instructional time students benefit from push-in and pull-out support taking place during the math block. AIS providers work in small groups of children during Math Workshop. Many students also receive one to one intervention from AIS providers. AIS students also receive support during extended day/after school program and Saturday Academy from January-May. Comprehensive math programs used for intervention are designed to develop students understanding and knowledge of the mathematical process. Lessons are designed to engage students with a balanced combination of procedure and understanding. Mathematic units provide basic skill building activities and more complex use of mathematic skills to differentiate instruction. To effectively deliver a comprehensive mathematic approach where students are exposed to a variety of teacher made materials, ongoing formal and informal assessment and questioning techniques to further develop understanding. Through the use of many mathematics programs such as Everyday Math, TERC

	Investigations, Finish Line Math Strands, Empire State May to May, and the use of online mathematic programs such as V-Math Life, at risk students are provided with review and practice of the fundamental strands in mathematics. Multiple-choice and brief and extended response questions are used in a consistent lesson format, targeting instruction, practice, and reinforcement.
Science	Small group instruction is provided to support students with understanding science concepts, the scientific method, and test sophistication during the school day. In addition to the mandated periods of science, students visit our on-site science lab. Through the use of exploration, hands on experience and project based learning students are exposed to the use of vocabulary to strengthen higher order thinking. Scientific writing journals are used as a reflective tool of instruction. Additionally, our Science teacher collaborates with the ESL teacher to work with students in small groups, twice weekly, to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS Science exam in Spanish.
Social Studies	Small group instruction is provided to support students with understanding social studies content, develop enduring understandings, practice responding to document based questions during the school day. Through the use of thematic units of study social studies lessons are integrated with the literacy allowing for students to practice basic life skills. Through the use of exploration, hands on experience and project based learning students are exposed to the use of vocabulary to strengthen higher order thinking. In Social Studies, cluster teachers on each grade collaborate with the ESL teacher provide push-in services to support students in small groups during instructional time, using language-appropriate strategies to scaffold content learning for students.
At-risk Services provided by the Guidance Counselor	The guidance counselor provides individualized and small group counseling to students identified by teachers and administrators and as mandated by students' IEPs. Students are assisted in learning how to deal with personal issues such as, academic, social-emotional, family oriented, and health concerns. The guidance counselor helps students express their feelings and find positive solutions to issues and sort through situations. This is accomplished through the use of play therapy, educational materials, and counseling techniques.
At-risk Services provided by the School Psychologist	The school psychologists offer clinical services, agency referrals, educational evaluation referrals and social and personal services during the school day to at risk students. These services will identify emotional, social and neurological factors that affect students' performance and provide perspective measures that address their needs by suggesting additional support services. Bilingual intervention is provided for students who are proficient in the English language.
At-risk Services provided by the Social Worker	The social worker provides counseling services to at risk-students who are identified by school staff, students' parent and observations. Services are provided during the school day, one period a week or more frequently if needed. Students are supported in learning how to deal with various personal and family issues that are affecting student's progress. Through the use of Solution Oriented Brief Counseling Program students are given the opportunity to express feelings and improve social skills while working in small

	groups.
At-risk Health-related Services	In addition to various services provided to at risk students, Morris Heights an on campus clinic provides students with medical services. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, allergies, open air ways for asthmatic patients, follow ups, vaccinations, and referrals. The clinic also offers a hygiene and body image awareness workshop for students.

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;

PS 396 PARENTAL INVOLVEMENT POLICY: 2011-2012

PART I - GENERAL EXPECTATIONS

PS 396 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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

  - that parents play an integral role in assisting their child's learning;

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

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

PS 396 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA.

PS 396 will also involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA, through approaches including: School Leadership Team meetings, Parent Association meetings, ASD Nest parent meetings, Title III Parent ESL program, Curriculum Nights/Open School Days, monthly assemblies (Student of the Month and theme-based), class celebrations (including writing publishing parties), school-wide celebrations (e.g., Winter Ball, Valentine's Dance, etc.), and additional parent-teacher meetings as needed.

1. PS 396 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten program, Title III programs, and other parent involvement programs.

2. PS 396 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy to improve the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

3. PS 396 will build the parents' capacity for involvement, to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

   - The school will provide assistance to parents in understanding topics listed below:
     - the State's academic content standards;
     - the State's student academic achievement standards;
     - the State and local academic assessments including alternate assessments;
     - the requirements of Title I, Part A;
     - how to monitor their child's progress; and
     - how to work with educators.

- The school will provide materials and training to help parents work with their children to improve academic achievement in literacy training and the use of technology through our Title III program, which will also help parents utilize technology.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, administrators and other staff in how to reach out to, communicate with and work with parents as equal partners. We will work to implement and coordinate parent programs and build ties between parents and the school through the following activities: School Leadership Team

meetings, Parent Association meetings, ASD Nest parent meetings, Title III Parent ESL program, Curriculum Nights/Open School Days, monthly assemblies (Student of the Month and theme-based), class celebrations (including writing publishing parties), school-wide celebrations (e.g., Winter Ball, Valentine's Dance, etc.), and additional parent-teacher meetings as needed.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Pre-Kindergarten program and the Title III program, and conduct and/or encourage participation in other activities as well.

- The school will ensure that information related to the school and parent programs (meetings and other activities) is sent to the parents of Title I participating children in an understandable and uniform format by using translators and providing written information sent home in English and in Spanish, as well as alternative formats (upon request).

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve effectiveness;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable parents to participate in school-related meetings and training sessions;
- training parents to recruit additional volunteers and increase community involvement;
- maximizing parental involvement through participation in their children's education, school meetings, and in-home conferences;
- with teachers or other educators who work directly with participating children (parents who are unable to attend those conferences at school);
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, (including faith-based organizations) in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement (as parents may request).

SCHOOL-PARENT COMPACT 2011-2012

PS 396, 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. The PS 396 staff and parents 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 Learning Standards;
- offering high quality instruction in all content areas; and

- 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;
- sending home monthly calendar of activities and events; and
- maintaining school website with event information, resources for parents, and opportunities to communicate with staff.

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;
- notify the school (by calling or bringing a note) if 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;
- ensure that child wears the school uniform (plain light blue shirt or blouse; dark blue/navy (plain or plaid) pants, shorts, skirt);

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.
- wear the school uniform (plain light blue shirt or blouse; dark blue/navy (plain or plaid) pants, shorts, skirt);
- go to bed early enough to wake up rested and ready for the day.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Principal in November 2011.

This Parent Involvement Policy was updated in November 2011.

The final version of this document will be distributed to the school community in November 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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 Corinne RelloAnselmi/Maria Qua	District 10	Borough Bronx	School Number 396
School Name P.S. 396			

B. Language Allocation Policy Team Composition ⓘ

Principal Nicole Tiné	Assistant Principal Rebecca Odessey
Coach Myrna Mendez, ELL/Testing Coor	Coach type here
ESL Teacher Helene Sacher	Guidance Counselor Obdulia Karamanos
Teacher/Subject Area Kiew Steshenko, ESL Teacher	Parent type here
Teacher/Subject Area Dr. Nancy Camacho, AIS/Library	Parent Coordinator Marilyn Morales
Related Service Provider type here	Other Andrea Varona, ESL Teacher
Network Leader type here	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	5	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	350	Total Number of ELLs	60	ELLs as share of total student population (%)	17.14%

Part II: ELL Identification Process

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

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

1. Steps followed for initial identification of students who may possibly be ELLs:

A. Home Language Identification Survey (HLIS)

(i) The HLIS is administered to every parent/guardian registering his/her child, along with the official registration packet. Additionally, new HLIS forms are given to students entering Kindergarten who have previously attended Pre-Kindergarten.

(ii) If the home language is other than English or the student's native language is other than English, an oral interview is conducted in English and/or Spanish by certified pedagogue Duly Karamanos, Bilingual Guidance Counselor. Additional certified pedagogues (ESL or Bilingual) available to support families in registerign and completing the HLIS include: Helene Sacher, ESL teacher; Kiew Steshenko, ESL teacher; Andrea Varona, ESL teacher; Rebecca Odessey, Assistant Principal; and Nicole Tiné, Principal. Over-the-phone translation services provided by the NYCDOE may be called to support families whose home language is other than English or Spanish.

(ii) The ESL teachers (Helene Sacher, Kiew Steshenko, and Andrea Varona) and Testing Coordinator, Myrna Mendez, work in coordination with the pupil accounting secretary, Marcia Mayne, to screen all registration packets, and immediately collect HLIS paperwork. The ESL teachers review the HLIS forms, and mark the determined home language on the form. They then create a list of students who are eligible for the LAB-R.

(iii) Rebecca Odessey, Assistant Principal, and Marcia Mayne, pupil accounting secretary, communicate about new registrants throughout the year, and regularly review relevant ATS reports (e.g., RLER, RLAT, etc.) to monitor admission of new ELLs or potentional ELLs. The ESL teachers are then informed as to any additional LAB-R testing required.

B. Language Assessment Battery-Revised (LAB-R)

(i) By the first day of school, Rebecca Odessey, Assistant Principal, reviews testing memos and LAB-R regulations with the ESL teachers (Helene Sacher, Kiew Steshenko, and Andrea Varona) and Testing Coordinator, Myrna Mendez.

(ii) The ESL teachers administer the LAB-R to eligible students (based on review of HLIS forms) within 10 days of the child's registration (as informed by the Marcia Mayne, pupil accounting secretary).

(iii) The ESL teachers review the LAB-R raw scores in comparison to the cut-off scores listed in NYCDOE Assessment Memorandum #2, regarding the administration of the LAB-R and Spanish LAB. If the student scores below proficiency (i.e., Beginning, Intermediate, or Advanced levels), the student is listed as an ELL. The Spanish LAB is adminstered to ELLs with a home language of Spanish (as per

HLIS), by bilingual ESL teacher Andrea Varona.

(iv) Data from the LAB-R and Spanish LAB (dates administered, pedagogue responsible, raw score, and proficiency level) are recorded in a spreadsheet by the ESL teachers and submitted to the Myrna Mendez, Testing Coordinator, and Rebecca Odessey, Assistant Principal.

C. New York State English as a Second Language Achievement Test (NYSESLAT)

(i) In the spring, the Testing Coordinator will work in collaboration with the Assistant Principal and ESL teachers to organize the school-wide administration of the NYSESLAT. Initially, the Assistant Principal will consult the RLER and RLAT to determine NYSESLAT eligibility, and cross-references these reports with class rosters.

(ii) The Testing Coordinator will then consult with the IEP teacher, in order to review students' IEPs, as well as the RSPE, for any testing modifications. The Testing Coordinator and Assistant Principal use this information to create testing groups, and ensure that students receive all appropriate modifications.

(iii) Each testing group will be assigned two monitors, one of whom is a bilingual or ESL certified teacher. All teachers of ELLs will be trained in NYSESLAT administration during professional development sessions. This training includes review of appropriate testing procedures.

(iv) Test materials will be distributed and collected daily, and maintained in secure location (locked in the Testing Coordinator's office).

(v) Teachers of ELLs will collaborate to bubble and review students' answer documents, ensuring that documents are completed properly, and that all materials are packaged properly.

2. Structures in place to ensure that parents understand all three program choices:

After the screening (e.g. HLIS) and assessment (e.g. LAB-R) of all students with a home language other than English, as appropriate, official letters are sent home to families, in order to inform them of entitlement or non-entitlement to ELL services. (Non-entitlement/transition letters are also sent to families of students who have previously tested proficient on the NYSESLAT, as well as continued entitlement letters sent to students who have not yet tested proficient on the previous spring's NYSESLAT.)

Parents of new ELLs, as per LAB-R assessment, are invited to a parent orientation session within 10 days of students' registration, through letters sent home as well as follow-up phone calls. Sessions are held at a range of times, in order to accommodate parents' schedules. Letters are translated.

During the orientation session, the ELL Coordinator and Parent Coordinator explain the ELL identification process to parents. Parents are shown the NYCDOE video, in their home language (when available), and then provided the opportunity to ask follow-up questions. The NYCDOE ELL Parent Guide is also provided to parents at the orientation, in their home language (when available).

Make-up sessions are scheduled for parents who were unable to attend initial sessions. School staff (including ELL Coordinator, Parent Coordinator, and Family Worker) reaches out to these parents via letters home, phone calls, and in-person appointments. Additional orientation sessions are also offered throughout the year for parents of new registrants (within 10 days of registration) on an as-needed basis.

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⊙

The ELL Coord out to parents of ELLs transferring into our school, who have already been in an ELL progran nts who have been in TBE/DL programs are informed of their right to transfer to a TBE/DL program in another school. If the school gains 15 students in two consecutive grades, of the same home language, who select TBE/DL program, then a class is formed as per CR Part 154.

3. Distribution of entitlement letters and return of Parent Survey and Program Selection forms:
Entitlement letters are generated based on LAB-R results. The ESL teachers record the raw score for the LAB-R immediately after

administering the assessment, and note the level of English proficiency as per the cut scores. The Testing Coordinator and Assistant Principal review these scores, and generate entitlement letters to send home to students who fall below LAB-R cut-off, inviting parents to an orientation session. Parents are also called on an individual basis by the ELL Coordinator and Parent Coordinator, to ensure that a meeting occurs at a time that is convenient for the parent.

Program Selection forms are distributed and completed during ELL parent orientation sessions, as information is given and support is provided. The ELL Coordinator and Parent Coordinator guide these sessions, and collect the Program Selection forms immediately.

4. 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.

ELL students are identified based on results from LAB-R assessment, following the completion and review of the HLIS, as described in detail in above responses.

As stated above, parents are invited to an orientation session via the Entitlement Letter (in English and home language), as well as individualized phone calls placed by the ELL Coordinator and Parent Coordinator, both of whom are fluent in Spanish (as well as English; no other home language was spoken by any of our parents this year). Follow up calls are made by these staff members until all parents are reached, as well as home outreach by the bilingual Family Worker, when necessary.

ELL parent orientation sessions are scheduled at parents' convenience, and led by the ELL Coordinator and Parent Coordinator, both of whom are fluent in Spanish (as well as English; no other home language was spoken by any of our parents this year). During these sessions, parents view an official NYCDOE video on program selection, in their home language, as well as have the opportunity to ask questions/receive information. Parents also receive the NYCDOE ELL Parent Guide in their native language.

Parents complete Program Selection forms at the end of the ELL parent orientation. The ELL Coordinator and Parent Coordinator assist parents, when necessary, in their native language. Students are placed in programs according to parent choice.

5. Trend in program choices that parents have requested, after review of the Parent Survey and Program Selection forms for the past few years:

In recent years, all parents have requested ESL programs for their children when entering for the first time into our school. At P.S. 396, according to parent choice, ESL services are provided in each grade.

6. Alignment of program models with parent requests:

All ELL students are placed in programs according to parent choice. All parents have requested ESL on their Program Selection forms, and so all ELL students have been placed according to these requests.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	3	3	2	2								16
Total	3	3	3	3	2	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	**Newcomers (ELLs receiving service 0-3 years)**	57	**Special Education**	2
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	56	0	1	4	0	1				60
Total	**56**	**0**	**1**	**4**	**0**	**1**	**0**	**0**	**0**	60
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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	13	13	13	5	14	3							63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	**2**	**13**	**13**	**13**	**5**	**15**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**64**

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

Push-In is our primary model of ESL instruction. The ESL teacher pushes into classrooms to incorporate ESL strategies and support the mainstream classroom teacher during his/her instruction.

Pull-Out is used in conjunction with the Push-In model, in order to give children additional support, and differentiate according to their language needs. For example, an ESL teacher pushes into a second grade class to service children on all proficiency levels. That teacher may additionally pull out children at Beginning and Intermediate proficiency levels in order to give them supplemental periods of ESL instruction (one unit per week in addition to what is given in push-in), in a small group setting that has proven to be most effective for intervention.

Due to the fact that ESL students are enrolled in 16 classes across 6 grades, and the school only has a total of two full time ESL teachers (1 full time and 2 part time), the ESL teachers also pull out small groups of ELLs according to their language proficiency level and/or linguistic need so as to meet the instructional time mandate. In order to better facilitate the logistics of the Push-in model, in following years, ESL students will be clustered into one classroom per grade (as much as possible). This will prevent transition of students amongst classes, and allow the ESL teacher to develop stronger collaboration (and so, more cohesive instruction) with classroom teachers in having only one per grade. The school budget will also be reviewed for the potential to accommodate an additional ESL teacher.

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])?

As explained above, there is a variety of program models.

The Heterogeneous model is the predominant model used in ESL instruction. This model is used in all Push-In class settings, where ESL students are clustered.

A Homogeneous model is used occasionally in intervention, where an ESL teacher may pull-out students with similar language learning needs in order to provide them with targeted supplemental support.

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?

Students in the freestanding, push-in/pull-out ESL program receive all instruction in English with the use of specific ESL methodologies and native language support (e.g., native language dictionaries, glossaries, translations when necessary, native language literature, etc.). The ESL teachers provides the mandated minutes for ESL services as determined by students' levels of language acquisition, as per requirements delineated in CR Part 154, based on NYSESLAT proficiency levels (or LAB-R where NYSESLAT is not available): 1 unit (180 minutes) for Advanced students, and 2 units (360 minutes) for Beginning and Intermediate students. Additionally, Advanced students receive 1 unit of ELA instruction. These mandated periods are reflected in the schedules of each of the ESL teachers.

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.

We concentrate on Content-Area Instruction as a LAP principle, as relevant and contextualized instruction makes language learning more salient.

We use ongoing assessment to modify language allocation in instruction throughout the year, so as to most appropriately scaffold students'

A. Programming and Scheduling Information

developing language proficiency (as students progress in response to instruction). This strategy incorporates the principle of Academic Rigor, as teachers scaffold students to perform at the height of the Zone of Proximal Development. Teachers, equipped with a current and comprehensive view of their students' levels of language proficiency within each modality, are best able to plan for instruction that both supports and challenges their students (with the most appropriate allocation of native and target languages) on their way to meeting and exceeding New York State standards. We then focus on integrating these cognitive approaches throughout the subject areas. This extends language learning, as well as promotes content comprehension.

Instruction is provided in a classroom environment that supports academic language development. Characteristics of this type of encouraging environment include comprehensible input, low affective filter, and error acceptance. In addition, students practice language while processing complex and abstract ideas. This scaffolded curriculum is driven by standards-based instruction in order to promote high student achievement.

ESL teachers collaborate with classroom teachers to ensure coherence of content instruction. Instructional plans are shared so that ESL teachers and classroom teachers are planning for students to achieve the same lesson objective, with scaffolded approaches tailored to individual students' needs (specific for ELLs, for the ESL teacher). We utilize multiple ELL-appropriate resources to support our children in content-area learning. These include sets of grade- and theme-relevant non-fiction big books and sets of non-fiction ELL-appropriate guided reading books.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

Native language supports are used to evaluate the content understanding of students who are not yet able to express their knowledge in English. In literacy, a bilingual Guided Reading teacher (Bilingual Certified) assesses students' reading proficiency using native language books. Our bilingual Math AIS teacher administers translated math assessments to new ELL students. She works with these students at least three periods per week, in their native language, to support them in preparing for the Spanish NYS Math Exam. Our bilingual Science teacher provides translated assessments to students, and works in a small group with students in Spanish, two period per week, to support them in preparing for the Spanish NYS Science Exam. Language of evaluation is determined based on ELLs' dominant academic language.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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%	Additionally, teachers incorporate strategies from the ASD Nest program in the school to support the social-emotional development of our at-risk SIFE students (who likely have not had the opportunity to build academic confidence in school). Teachers within the ASD Nest program participate in regular professional development on social-emotional needs and strategies, and share their learning with colleagues across the school in forums such as day-long professional development and "lunch and learns."
75%	
50%	
25%	

	Dual Language
100%	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.
75%	
50%	A plan for newcomers centers around easing child
25%	instruction, as always, must be sensitive to how th

	Freestanding ESL
100%	both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the parent level.
75%	
50%	With newcomers in the beginning stages of langua
25%	slower rate, simpler grammatical structures, restri

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.

A. Programming and Scheduling Information

particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention program 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.

All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs. ELL needs are targeted through item- and skills-analysis of ongoing assessment (e.g., conferencing); in-house formative assessment (e.g., running records, "Show What You Know" math quizzes) and summative assessment (e.g., ECLAS, Rigby, DRA; baseline, midline, and endline writing; baseline, midline and endline math assessments and unit tests); and formal summative assessment (LAB-R, NYSESLAT; NYS ELA and Math).

Mathematics: Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with one of our mathematics AIS providers. Additionally, students will receive support through our Title III program, which will focus on building comprehension through targeting academic vocabulary.

Literacy: As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills.

- Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).
- All students receive small group instruction during their literacy block, with the support of two teachers in addition to their classroom teacher.
- All ELL students are eligible for our Title III supplemental program, in which literacy is addressed by a bilingual certified literacy specialist.

Content Area: Intervention services are also provided in the content areas. In Science, our Science teacher collaborates with the ESL teacher to work with students in small groups, twice weekly, to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS Science exam in Spanish. In Social Studies, cluster teachers on each grade collaborate with the ESL teacher provide push-in services to support students in small groups during instructional time, using language-appropriate strategies to scaffold content learning for students.

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

Students who reach proficiency (according to NYSESLAT results) continue to be supported by our ELL program. These students are placed in monolingual classes, with Advanced level ESL students, as well as English-dominant students. Newly proficient students (along with Advanced level ESL students) are supported by a certified ESL teacher in push-in periods (minimum of 180 minutes/week), particularly during the literacy block.

Students who reach proficiency on the NYSESLAT will receive an additional year of test accommodations. They receive extended time (time and a half) as well as separate location for all exams.

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

For the current school year, we have focused on our professional development program for teachers of ELLs as an avenue for improving

Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:	N/A			

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.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Teachers will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

- Fundamental teacher training was been designed around informing our Bilingual/ESL staff of pertinent ELL policy (including the allocation of English and the native language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed and "on the same page," and thus most effectively plan together.
- Our professional development sessions are driven by our school goal of building content knowledge and comprehension through academic vocabulary. Our work includes curriculum modification in order to use visual supports and graphic organizers to allow for comprehensible input for our ELLs, in order to support their development of academic vocabulary (which research has proven to be the "gateway" to comprehension, particularly for language learners) in literacy and all content areas.
- This training also encompasses aligning ELL literacy instruction with school-wide plans, including creating corresponding mentor text libraries and curriculum mapping.
- Our work encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students' NYSESLAT performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols to decompose formative assessments and student work,
- Regular meetings during planning and professional development periods allow teachers to engage in collaborative planning.
- In order to remain current with ELL practice and research, members of our ESL/bilingual department regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos University.
- All staff members are included in school-wide workshops related to best practices for ELLs (specifically drawing from QTEL and SIOP approaches, delivered by QTEL-trained Principal), beginning in the summer, including: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor works closely with teachers, communicating which middle schools in the neighborhood and throughout the city offer specialized programs for English Language Learners. We also hold parent workshops beginning in the fall, around the middle school selection process. Oral and written communication/information provided in these workshops are offered in the parents' home language.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per José P.

Staff who work with ELLs, who do not hold ESL or bilingual licenses, are invited to attend our ELL professional development sessions (including: teachers, School Base Support Team (SBST), and reading AIS teachers). Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

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Additionally, teachers turnkey relevant external professional development during regular grade and specialty meetings. These meetings last 50 minutes, and occur monthly. They are attended by teachers, administrators, and relevant specialty and Academic Intervention Service (AIS) providers.

All records of professional development participation are maintained in the school's professional database file. This file records staff members who have participated in various professional development opportunities, as well as their responsibilities for implementing the learning from these opportunities.

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. Describe parent involvement in your school, including parents of ELLs.

P.S. 396 has developed a Title I Parent Involvement Policy. The purpose of the policy is to help parents navigate through the NYC school system, and to become partners in their children's education. This plan has been developed in consultation with parents across the years, and modified as the needs of our parents have changed. Assessed as well requested needs of the families who comprise our school community have impacted on our plan each year.

Families in temporary housing and foster care parents will receive targeted support from our bilingual Parent Coordinator, bilingual Guidance Counselor, and any other relevant support staff. Specific help groups and workshops will be employed according to family need. Our Parent Coordinator is in place to support parents with identified needs, while employing Epstein's six types of parent involvement to increase community engagement. The success of our parent program will be based upon increased parent involvement across the year.

Parent and student rights and responsibilities are set with clear expectations in the Principal's beginning of the year letter to parent as well as in our School Parent Compact. Additionally Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

Parents are able to address their particular concerns through contacting their child's teacher, through calling the school or writing a note to the teacher. Parent may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Grade Supervisor, Principal, or a member of our School Based Support Team.

All parents upon registration are automatically members of the P.S. 396 Parent Association (PA). Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis. Listed below are additional ways we are strengthening the ties between the child's home and school:

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

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Outside agencies such as Morris Heights Medical Center are offered as resources to parents. Additionally, our school has partnered with Grow NYC, to plan with parents around cultivating a community garden at the school. This program will support parents in making healthy choices in their nutriotion. Art residencies including Arts Connection, Arts Horizons, Theater Moves, Dancing Classrooms, engage parents in students' interests. These arts residencies provide a particular support for parents of language learning students, who seek out other avenues of expression and development.

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- ASD NEST Parent Meetings
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- Participating at the SLT Meetings
- Various parent workshops and curriculum events
- Parent Survey (LES)

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Outside agencies such as Morris Heights Medical Center are offered as resources to parents. Additionally, our school has partnered with Grow NYC, to plan with parents around cultivating a community garden at the school. This program will support parents in making healthy choices in their nutriotion. Art residencies including Arts Connection, Arts Horizons, Theater Moves, Dancing Classrooms, engage parents in students' interests. These arts residencies provide a particular support for parents of language learning students, who seek out other avenues of expression and development.

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention program 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.

All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs. ELL needs are targeted through item- and skills-analysis of ongoing assessment (e.g., conferencing); in-house formative assessment (e.g., running records, "Show What You Know" math quizzes) and summative assessment (e.g., ECLAS, Rigby, DRA; baseline, midline, and endline writing; baseline, midline and endline

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Mathematics: Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with one of our mathematics AIS providers. Additionally, students will receive support through our Title III program, which will focus on building comprehension through targeting academic vocabulary.

Literacy: As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills.

- Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).
- All students receive small group instruction during their literacy block, with the support of two teachers in addition to their classroom teacher.
- All ELL students are eligible for our Title III supplemental program, in which literacy is addressed by a bilingual certified literacy specialist.

Content Area: Intervention services are also provided in the content areas. In Science, our Science teacher collaborates with the ESL teacher to work with students in small groups, twice weekly, to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS Science exam in Spanish. In Social Studies, cluster teachers on each grade collaborate with the ESL teacher provide push-in services to support students in small groups during instructional time, using language-appropriate strategies to scaffold content learning for students.

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

Students who reach proficiency (according to NYSESLAT results) continue to be supported by our ELL program. These students are placed in monolingual classes, with Advanced level ESL students, as well as English-dominant students. Newly proficient students (along with Advanced level ESL students) are supported by a certified ESL teacher in push-in periods (minimum of 180 minutes/week), particularly during the literacy block.

Students who reach proficiency on the NYSESLAT will receive an additional year of test accommodations. They receive extended time (time and a half) as well as separate location for all exams.

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

B. Programming and Scheduling Information--Continued

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

For the current school year, we have focused on our professional development program for teachers of ELLs as an avenue for improving

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.

Please note that 2011-2012 is our first year with fifth grade. So, data from 2009-2010 reflects students only K-4.

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.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Teachers will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

- Fundamental teacher training was been designed around informing our Bilingual/ESL staff of pertinent ELL policy (including the allocation of English and the native language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed and "on the same page," and thus most effectively plan together.
- Our professional development sessions are driven by our school goal of building content knowledge and comprehension through academic vocabulary. Our work includes curriculum modification in order to use visual supports and graphic organizers to allow for comprehensible input for our ELLs, in order to support their development of academic vocabulary (which research has proven to be the "gateway" to comprehension, particularly for language learners) in literacy and all content areas.
- This training also encompasses aligning ELL literacy instruction with school-wide plans, including creating corresponding mentor text libraries and curriculum mapping.
- Our work encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students' NYSESLAT performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols to decompose formative assessments and student work,
- Regular meetings during planning and professional development periods allow teachers to engage in collaborative planning.
- In order to remain current with ELL practice and research, members of our ESL/bilingual department regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos University.
- All staff members are included in school-wide workshops related to best practices for ELLs (specifically drawing from QTEL and SIOP approaches, delivered by QTEL-trained Principal), beginning in the summer, including: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor works closely with teachers, communicating which middle schools in the neighborhood and throughout the city offer specialized programs for English Language Learners. We also hold parent workshops beginning in the fall, around the middle school selection process. Oral and written communication/information provided in these workshops are offered in the parents' home language.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per José P.

Staff who work with ELLs, who do not hold ESL or bilingual licenses, are invited to attend our ELL professional development sessions (including: teachers, School Base Support Team (SBST), and reading AIS teachers). Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

Additionally, teachers turnkey relevant external professional development during regular grade and specialty meetings. These meetings last 50 minutes, and occur monthly. They are attended by teachers, administrators, and relevant specialty and Academic Intervention Service (AIS) providers.

All records of professional development participation are maintained in the school's professional database file. This file records staff members who have participated in various professional development opportunities, as well as their responsibilities for implementing the learning from these opportunities.

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. Describe parent involvement in your school, including parents of ELLs.

P.S. 396 has developed a Title I Parent Involvement Policy. The purpose of the policy is to help parents navigate through the NYC school system, and to become partners in their children's education. This plan has been developed in consultation with parents across the years, and modified as the needs of our parents have changed. Assessed as well requested needs of the families who comprise our school community have impacted on our plan each year.

Families in temporary housing and foster care parents will receive targeted support from our bilingual Parent Coordinator, bilingual Guidance Counselor, and any other relevant support staff. Specific help groups and workshops will be employed according to family need. Our Parent Coordinator is in place to support parents with identified needs, while employing Epstein's six types of parent involvement to increase community engagement. The success of our parent program will be based upon increased parent involvement across the year.

Parent and student rights and responsibilities are set with clear expectations in the Principal's beginning of the year letter to parent as well as in our School Parent Compact. Additionally Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

Parents are able to address their particular concerns through contacting their child's teacher, through calling the school or writing a note to the teacher. Parent may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Grade Supervisor, Principal, or a member of our School Based Support Team.

All parents upon registration are automatically members of the P.S. 396 Parent Association (PA). Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis. Listed below are additional ways we are strengthening the ties between the child's home and school:

- Student progress report will be sent home to parents.
- Monthly letter to parents which will include a calendar of events.
- Open School Night
- Monthly Principal/Parent Morning Tea
- Title III Community Education Classes
- Parent ARIS log-on information
- Dinner with the Principal
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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	3	1	1	4								12
Intermediate(I)	0	6	3	6	2	3								20
Advanced (A)	0	3	4	2	1	3								13
Total	2	10	10	9	4	10	0	0	0	0	0	0	0	45

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3			2		1				3
4	3		6		2				11

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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			6		4		1		11
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. 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 to support your response.

Our school uses several systems to assess the early literacy skills of our ELLs: ECLAS, TCRWP Concepts of Print assessment; TCRWP Comprehension and Fluency rubric; Rigby benchmark; oral language rubric found in Balancing Reading and Language Learning by Mary Cappellini.

This data demonstrates the natural progression of language acquisition: our young ELLs develop oral language, in native and target language, as a foundation for written language skills. We are supporting the progression of this development in a school instructional plan focused on an increase in reading and writing proficiency, based on oral language questioning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more in reading and writing. As with overall proficiency levels, our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

As previously described, our work amongst teachers of ELLs encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students' NYSESLAT performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction.

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?

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year

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.
Please note that 2011-2012 is our first year with fifth grade. So, data from 2009-2010 reflects students only K-4.

Part VI: LAP Assurances

School Name: P.S. 396		**School DBN:** 10X396	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Tine	Principal		1/1/01
Rebecca Odessey	Assistant Principal		1/1/01
Marilyn Morales	Parent Coordinator		1/1/01
Helene Sacher	ESL Teacher		1/1/01
	Parent		1/1/01
Kiew Steshenko	Teacher/Subject Area		1/1/01
Andrea Varona	Teacher/Subject Area		1/1/01
Myrna Mendez	Coach		1/1/01
	Coach		1/1/01
Obdulia Karamanos	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10X396 **School Name:** P.S. 396

Cluster: 1 **Network:** 109

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.

Recent research emphasizes the importance of parent involvement in promoting school success. Building a positive home/school connection supports student learning. Using the findings from our school report cards, as well as from the Home Language Survey filled out at registration, we find that P.S. 396 needs translation services/oral interpretation in Spanish and Twi; our greatest need being in Spanish (146 students). As our school has a large number of bilingual (Spanish) staff, as well as a staff member who speaks Twi, the needs of parents dominant in these languages have been and will continue to be met. We have also been fortunate to be able to engage parent volunteers or even older siblings to serve as oral interpreters in order to help our parents that speak other languages not spoken by our staff. As needed, we will continue to download letters that have been translated for parents from the New York City Department of Education Translation & Interpretation Unit, and call the Translation & Interpretation Unit as needed for translation over the phone.

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.

As stated above, P.S. 396's need in written translation/oral interpretation is in Spanish (146 students) and Twi (1 student). The Home Language Survey filled out at registration enables us to learn the language(s) used to communicate in the homes.
Through monthly school calendars, parent/teacher orientations, the parent coordinator, and school volunteers, we have been able to keep our school community informed.

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.

P.S. 396 will provide parents with written communication such as calendars, flyers, and letters, translated in Spanish and other languages (as needed) through our in-house staff (including bilingual Parent Coordinator, bilingual Guidance Counselor, bilingual ELL Coordinator) as well as the New York City Department of Education Translation & Interpretation Unit.

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.

P.S. 396 will provide parents with oral interpretation services in Spanish and other languages (as needed) through our in house staff (including bilingual Parent Coordinator, bilingual Guidance Counselor, bilingual ELL Coordinator), from the New York City Department of Education Translation & Interpretation website and other websites in the internet catering to translations. We will also contact the Translation & Interpretation Unit if and when in need of an interpreter in a language not available to us, or use over-the-phone translation.

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.

Translated copies of the Bill of Parent Rights and Responsibilities document that states the rights in regard to translation and interpretation services is sent home.
We will continue to print and display throughout different locations in the school translated signs advising the parents of the availability of interpretation services.

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:	DBN:
Cluster Leader:	Network Leader:
This school is (check one): ☐conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here:

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:

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here:

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		