



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME: PS/IS 384
32K 384**

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SUPERINTENDENT: MS. DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Phyllis Raulli	*Principal or Designee	
Victor Victoria	*UFT Chapter Leader or Designee	
Stacey Malave	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Yudelka Taveras	Member/Parent	
Jennifer Colberg	Member/Parent	
Martha Bayona	Member/Parent	
Rosemarie Casaccio	Member/UFT	
Pedro Velazquez	Member/UFT	
Otniel Rosario	Member/UFT	
Marilyn Cruz	Member/Supervisor	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

All students will experience Common Core-aligned instruction across subjects. Such instruction will require students to ground reading, writing, and discussion in evidence from text through engagement with four and eight Common Core-aligned units of study in grades Pre K-5, and grades 6-8, respectively.

By June, 2013, 51% of the students will demonstrate one level of growth in:

- 1) performance in math that requires fluency, application, and conceptual understanding. Growth is to be measured by math rubrics aligned to the Common Core Standards
- 2) performance in ELA, Social Studies, and /or Science that requires students to ground reading, writing, and discussion in evidence from text. Growth is to be measured by *Six Traits of Writing Rubrics* aligned to the Common Core Standard

Comprehensive needs assessment

Analysis of the NYC Progress Report 2011-12 shows the following:

Student Performance Grade = A on an overall School Progress Report Grade of A

Analysis of the data on NY Start shows the following:

Student Performance at Proficiency Level in Grades 3-8 in 2012 NYS English Language Arts Assessment is at 42%, an increase of 5 percentage points from 2011 Student Performance at Proficiency Level of 37%

School is *In Good Standing*

Instructional strategies/activities

This is to be accomplished by the following plan:

- The Common Core Learning Standards addressed for Literacy will be strategically selected as follows:
 - Literacy Focus Grades PK-2 will be Reading Informational Text Standards 1 & 10; Writing Standard 2; Speaking/Listening Standard 1; Language Standard 6
 - Literacy Focus Grades 3-5 will be Reading Informational Text Standards 1 & 10; Writing Standard 1; Speaking/Listening Standard 1; Language Standard 6
 - Literacy Focus Grades 6-8 will be Reading Informational Text Standards 1 & 10; Writing Standard 1; Speaking/Listening Standard 1; Language Standard 6
 - In addition to Writing Standard 1 individual grades are planning to address Writing Standard 2 in the second ELA Common Core Unit
- The Common Core Learning Standards addressed for Math will be strategically selected:
- Each grade band's Domain of Focus for each Common Core Math Unit is aligned with the Citywide Instructional Expectations for the grade band. •These units will also focus on the following Mathematical Practices:
 - Model with Mathematics and/or
 - Construct Viable Arguments and
 - Critique the Reasoning of Others
- The teachers are embedding into their literacy and math curriculum maps complete instructional units developed from texts of sufficient rigor. Some of these are drawn from Appendix 2 of the Common Core State Standards.
 - The timeline for implementation is late fall, 2012 through winter, 2013 ---November through April.
 - Through ongoing PD teachers have acquired in-depth understanding of Depth of Knowledge and UDL and have incorporated these principles into their daily lessons.
 - The Professional Collaborative Teams have copies of last year's Common Core Literacy Task Bundles completed by their grade.
 - The New York State Education Commissioner's September letter detailing the academic focus and the resources to support instruction has been posted on a

bulletin board in the main office.

- In grade level meetings, teachers received a copy of www.engageny.org's Instructional *Shifts for the Common Core* and a notice detailing the list of New Resources on the Common Core Library as written in the September 11th issue of Principal's Weekly.
- Common preps and Lunch and Learns are utilized for presentations to familiarize teachers with the various resources available on www.engageny.org
- The teachers have utilized the resources available in ARIS's Common Core Library
- There is a Common Core Professional Collaborative Team consisting of one representative from each grade level that meets weekly during Tuesday's 8th period prep. This team focuses on the implementation of the Common Core academic units and ensures transparency and instructional cohesiveness across the grades.
- Teachers in grades 2-5 are implementing the newly purchased Zaner-Bloser writing program, *Strategies for Writers-A Common Core State Standards Based Writing and Grammar Program*. This program supports the teachers as they create Common Core unit lessons with the rigor and depth that are reflective of the Common Core State Standards.
- Scott-Foresman's *Reading Street* is implemented in grades K-5. The template for implementation was revisited and adjusted to ensure the utilization of read-alouds at each level, thereby promoting instructional cohesiveness and transparency across grade levels.
- The Extended Day Program utilizes New York Content Reading –Common Core State Standards by Continental Press to provide literacy instruction aligned to the Common Core. This program is transparent and cohesive since it is used across the grades.
- A Zero Hour Program targets "at-risk" fourth graders and third graders who are on grade level as well as those "at risk." The program has provided small group literacy instruction that addresses the Common Core State Standards that are the focus of the city wide instructional expectations. As of January 14th, Achieve3000.com, which is aligned to the Common Core will be utilized during this time. This will enable Zero Hour to be expanded to 5th grade..
- Every Thursday, the Extended Day period is utilized for professional collaboration. Each grade has a Professional Collaborative Team consisting of the classroom teachers and cluster teachers at each grade level. Therefore, 100% of the teachers are engaged in professional collaborative inquiry, especially as it relates to CCSS pedagogical practice.
- Envision Math was purchased to replace Everyday Math in grades 2, 3, 4, and 5. This ensures that the rigor necessary for success in the Common Core Tasks is embedded in the daily curriculum.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator conducts parental workshops to address educational and social issues
- Parental workshops are conducted during which the Common Core Standards and their implications for the New York State Assessments are explained
- Internet resources are made available to parents.
- All workshops and meetings are conducted in English and Spanish.
- Plans are underway to schedule Parent Information Meetings after school hours as well as during the school day to ensure greater opportunity for parent participation.
- The SLT Meetings have addressed the implications of the adoption of the Common Core Standards
- The adoption of the Common Core Standards and their educational implications have been explained at the PTA Meetings
- *Cook Shop for Families*, a series of 6 parent workshops, run by the Parent Coordinator and the Assistant Principal teaches parents the same information their children learn in the Cook Shop for students. Like their children, parents discuss and evaluate what constitutes healthy eating

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants
Other

Service and program coordination

- This school participates in *Cook Shop* for grades for Pre K-3 and Grade 5, a nutrition program that provides tasty and nutritious eating experiences. This program aims to foster the development of healthy eating habits. The discussion and language activities in *Cook Shop* support CCSS Writing Standard 1 in the evaluation and analysis of what is or is not a healthy snack and CCSS Writing Standard 2 in the writing of informative and explanatory pieces regarding the information about the nutrition of the foods being used and the procedural steps taken to prepare the healthy food.
- Students in Temporary Housing receive first priority for any service provided.
- SAPIS Program guides students in making healthy living choices, thereby reducing violence, drug use, and smoking. The oral and written activities reflect CCSS in the reading of informational text and discussion and writing of opinions.
- Project Wisdom is an anti-bullying program that aims to foster the development of positive character attributes
- To support our students in their tasks to meet Common Core State Standards, this school does the following:
 - o Distributes back packs with school supplies
 - o Pays for instructional trips for students in financial need
 - o Partners with local organizations to distribute meals for Thanksgiving and Christmas
 - o Partners with local organizations to participate in Toys for Tots
 - o Partners with TWION to receive winter coats for students in need

Instructional Staff:

- Assistant Principals attend the Professional Collaborative Team meetings for their respective grades.
- Principal and Assistant Principal attend the school wide CCSS Team Meeting.
- Administrators maintain schedules for meetings to occur.
- The Dean of Students defuses situations where there is the potential for conflict.
- Every teacher (Classroom, SETSS, Speech, Library, Content Area, Technology, and AIS) is part of a collaborative team and has specific responsibilities for implementing a learning task aligned to the Common Core State Standards

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

• To continue our participation in the Talent Management Pilot for the purpose of strengthening teacher development in the common language and understanding of what quality teaching looks like; Therefore, the Administrative Staff will utilize the rubric for Danielson's Framework for Teaching to conduct formative classroom observations according to the following Domains:

- o DOMAIN 1 - Designing Coherent Instruction
- o DOMAIN 2 - Culture for Learning and Managing Student Behavior
- o DOMAIN 3 - Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction
- o DOMAIN 4 – Growing and Developing Professionally

These observations will be utilized to provide teachers with formative feedback and professional development focused on improved student learning

By June, 2013 51% of the teachers rated *Developing* at the Midyear Conference will demonstrate one level of growth on the HEDI rubric.

The breakdown of administrators' observations is as follows:

- o 44 formals and 88 partials. This requires each administrator to conduct approximately 4 observations a week.

Comprehensive needs assessment

- The Administration and the faculty conferred during meetings held at grade level and in the Professional Collaborative Teams to evaluate the effectiveness of our participation in the pilot during the previous school year. It was decided that this New York State mandated evaluation system is best piloted in a low stakes environment before it is official policy. It was agreed that our participation in the program should be continued to support the teachers in their professional development.

Instructional strategies/activities

This is to be accomplished by the following plan:

- This school will continue to participate in the NYC Talent Management Pilot
- Every teacher has received a copy of Danielson's Framework for Teaching.
- Serving as representatives of the primary, middle, and junior high grades, the teachers on the Common Core Professional Collaborative Team have volunteered to meet with the Talent Management Coach, Mr. Adams. These meetings maintain open lines of communication and clarify teachers' questions as they work to develop a shared understanding of the Danielson Framework. This enables teachers to identify areas on which to focus and actively pursue professional growth.
- The Talent Management Coach has conducted a PD for teachers in the School Wide Common Core Professional Collaborative Team in October and a PD for the entire faculty on Election Day. Additional PDs are scheduled for upcoming faculty meetings, of which February is one.
- The Principal and two teachers attended a summer workshop: Teacher Effectiveness Program PD with the Danielson Group.
- These teachers have attended the October 10th Day 2 of Danielson PD to gain further insight into the specific Domains of Danielson's Rubric that are areas of focus for NYC
- Two teachers serve as Teacher Leaders and are participating in the *Teacher Effectiveness Training for Teacher Leaders* for which they have attended workshops on November 27, 2012 and January 8, 2013. The final workshop is scheduled for April 29, 2013. They have received the resources necessary for conducting PD to provide insight and support the teachers in their understanding of the specific domains in the Danielson Framework that are the basis of The Teacher Effectiveness Program.
- Plans are underway to turn-key this information to the entire faculty during upcoming faculty meetings and Professional Collaborative Team Meetings.
- Since this is the second year of participation in the Teacher Effectiveness Program, the teachers have progressed on the continuum of self reflection on one's delivery of lessons. Every teacher was evaluated according to the DOMAINS on the rubric for the Danielson Framework for Teaching and has deepened his/her understanding of Danielson.

- Teachers are informed about the Danielson resources available on ARIS.
- The Talent Management Coach has worked with Administration to ensure that data entry into ARIS is completed in a timely manner. Therefore, this school is current with all mandates of the Pilot.
- Teachers participate in academic inquiry to analyze student work and hold leadership roles in the professional collaborative teams. They are familiar with the practice of self reflection on pedagogical practices and planning to adjust their teaching practice accordingly.
- As follows, each administrator has been assigned grades in his/her area of expertise for the Danielson observations:

Grades Pre K, K 1, 3, & 4	Ms. Cruz	
Grades 2, 5, 6, 7, & 8	Mr. Quinci	for Science, Mathematics, & Technology
Grades 2, 5, 6, 7, & 8	Ms. Zito	for ELA
- It has been arranged that administrators will work in pairs when they conduct observations. This will ensure transparency in the process and support administrators in developing a normed understanding of the Danielson Framework.
- Administrators' observations of teachers and timely feedback have ensured that teachers are actively involved in the selection of their ongoing professional development.
- Teacher participation rate in the Learning Environment Survey remains at 100%

Strategies to increase parental involvement

- Explanation of the Accountability System as exemplified in the Teacher Effectiveness Program was provided at the SLT Meetings. It was also explained at PTA Meetings where Spanish translation is provided.
- The Parent Coordinator serves as a resource who explains Accountability to parents.
- This school's participation in the Pilot was explained at PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

Since this school is participating in this pilot program, the school does not utilize any of its own financial resources.

Service and program coordination

- Teachers who participate in Cook Shop incorporate questioning techniques that reflect Blooms Taxonomy, Depth of Knowledge levels, and Universal Design for Learning.
- Teachers attend PD as part of pilot program
- Administrators receive support from Talent Management Coach as part of participation in pilot program.

Instructional Staff

- Principal and Assistant Principals have assigned grades and teachers to evaluate and support according to the four DOMAINS of the Danielson's Rubrics for the Talent Management Pilot
- Teachers utilize ARIS for the recommended support.
- Principal, Assistant Principals, and various teachers attend the Talent Management Support workshops.

- Teacher Leaders attend workshops that enable them to return to school to support colleagues in their work on the DOMAINS of Danielson.

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

- To maintain the present level of student performance on New York State English Language Arts Assessment
- By June, 2013 the student scale score performance on the New York State English Language Arts Assessment will place this school in a favorable comparison to our Peer Group on the New York City Progress Report

Comprehensive needs assessment

- The identified need that generated this goal is as follows:
- Analysis of ELA data on NY START shows a school wide 5 percentage point growth in student performance at Proficiency Level- from 37% in 2011 to 42% in 2012
- There was an increase in the number of students performing at Proficiency in 5 grades.
- There was growth in subgroup performance, as well. The percentage of ELLs scoring at Proficiency Level increased from 8% in 2011 to 18% in 2012.
- 6% of the Special Education students performed at Proficiency Level in 2012, a 2 percentage point increase over the previous year when 4% performed at Proficiency.
- On the New York City Progress Report this school's Overall Score was 64.9 which translates into a Grade of A. This places PS/IS 384 in the top 26% of schools citywide who received a grade of A.
- Student Progress scored at 31.1 out of 60 which translates into a grade of B.
- Student performance scored at 18.2 which translates into a grade of A.
- The school underwent a State Quality Review, after which there were two recommendations for instruction. Steps were then taken to implement the recommendations. The reviewer stated that she usually makes 5 recommendations.

Instructional strategies/activities

The following instructional strategies are underway:

- There is alignment of the instructional format for Reading Street across the grades. The template increases the use of read alouds to support the instructional skill addressed during the lesson.
- *Foundations* is implemented in grades K-2
- Wilson Reading Groups support students in grades 2, 3, 4, and 5.
- On Thursdays, the Extended Day time has been programmed for the meetings of the Professional Collaborative Teams on each grade level, including Clusters. Therefore, 100% of the teachers are engaged in Inquiry work.
- A baseline writing assessment was administered at each grade level, and learning targets were set in response to the analysis of the data obtained from this assessment.
- There has been an alignment of the Common Core Writing Standards and the Six Traits of Writing Rubrics that are utilized across all grade levels.
- Grades 2-5 are implementing the Zaner-Bloser writing program, *Strategies for Writers-A Common Core State Standards Based Writing and Grammar Program*. This supports the teachers by providing precise and concrete instruction in writing to competently address each of the six traits of writing. Since the program is Common Core Standards based, the reading texts are of sufficient complexity and the questions rigorous enough to enable students to better complete the Common Core Tasks required in the citywide instructional expectations.
- The school library is a resource for quality fiction and nonfiction. The presence of a full-time library teacher ensures that 29 classes a week have are

exposed to professionally reviewed literary and informational text. Students also have the pleasure of selecting books to read at home.

- Primary Grade students receive music instruction in keyboarding as a result of a *Piano and the Brain* grant. The discipline required for this supports the stamina necessary for developing reading proficiency.
- There is a separate collaborative team for Special Education teachers.
- Special Education students are mainstreamed with their regular ed counterparts in core academic subjects.
- Special Education students participate in all supplementary extracurricular activities.
- There has been grade level alignment of the teachers' professional periods and prep periods to ensure that teachers at each grade level are allotted sufficient time to plan for the Common Core Literacy Performance tasks and participate in monthly grade level meetings..
- Teachers have been engaged in Professional Development. Teachers have gone out for training offered by the CFN. They then turn-key the information to the staff during faculty and grade level conferences..
- Consequently, the teachers have participated in PD that explains and demonstrates the Instructional Shifts of the Common Core and the Close Reading necessary for success on the new ELA.
- Teachers have received copies of the New York State Testing Program's ELA and Mathematics Common Core Sample questions for their class in grades 3-8
- During ongoing PD sessions teachers have watched videos of close reading and questioning techniques that reflect the rigor inherent in the Common Core State Standards.
- There is a resource binder for grades K-8 that contains exemplar texts of sufficient complexity and the lessons for implementing close reading.
- Close Reading lessons are distributed to teachers at every grade level.
- The "push-in" and prep teachers collaborate with the classroom and/or subject area teacher to provide instruction in close reading.
- Teachers have been provided with a variety of web sites (engageny, achievethecore, commoncore.americaachieves.org, PARCC) to support them in designing lessons aligned to the revised NYSELA.
- The Performance Indicators at each grade level have been identified, and item analysis data have been distributed at grade level meetings for incorporation into the curriculum map.
- ACUITY and its resources continue to be utilized.
- The teachers utilize the information and resources available on ARIS when making instructional decisions.
- Teachers have received a variety of lesson plan formats to support them in designing clearly focused instruction.
- This school is in the third year of a Pencil Partnership, to which we have maintained our commitment by completing all required paperwork and attending the June celebration every year. Therefore, since last year's partner can no longer maintain his commitment to us, we are working with our Pencil Representative to obtain a new partner. There is the possibility of a match that will support our students in STEM.
- The students in grades K-3 and grade 5 continue to participate in Cookshop. This program strengthens background knowledge, enriches vocabulary, and serves as a reason for developing authentic writing assignments.
- Individual teachers maintain websites to facilitate student and family access to literacy instructional resources such as texts and websites
- A significant number of teachers have obtained the following through grants from Donorschoose.org: trade books, books on CDs, Wilson Reading materials, fluency program materials, texts for handwriting instruction, leveled texts, computers, flash drives, and projectors. Writing for supplies is ongoing.
- Five students were selected to receive a ballet scholarship through November.
- In March the Chorus will resume on Fridays when Maestro Lliso returns from Puerto Rico.
- FyreZone, a Friday after school Performing Arts Program, is set to resume in March, as funding is available.
- Boys' basketball meets on Fridays. These extra-curricular activities foster in the student a commitment to school
- With the goal of fostering the development of positive character attributes in our students, *Project Wisdom* has been adopted. The Principal presents a three minute address to the student body daily. Various aspects of character are presented, and the students are always left with a decision to "Make it a great day, or not. The choice is yours."
- Assemblies are held during which different classes showcase their accomplishments in various subject areas. The preparation for these enhances the rigor in the curriculum.
- Every student in grades 3-8 is programmed for Extended Day for which students are grouped homogeneously to within points of their 2012 NYS ELA

score. Extended Day utilizes instructional texts and tasks aligned to the Common Core to provide literacy instruction through the content areas

- There is an after school program on Tuesday, Wednesday, and Thursday, a Monday-Friday Zero Hour Program, and Saturday Program to ensure that every student in grades 2-8 receives enrichment and academic support in meeting Common Core Standards. The after school program on Tuesday and Wednesday focuses on ELA support while the Thursday afternoon program focuses on Math.
- A Dean of Students was hired in September, 2012. He has focused on defusing disciplinary issues before they escalate into crisis situations. Therefore, there has been a significant decline in the number of “occurrences” placed online. This makes the school environment conducive to the academic work necessary for success in the New York State ELA.
- Students in grades Pre-K – 3 participated in Jumpstart’s Read for the Record on October 4th. Books were purchased, and pictures were taken of this multi-grade literacy celebration.
- As of January, Achieve3000.com is once again part of the curriculum. The texts and instructional strategies in this internet based program are aligned to the Common Core Standards and provide the students with rich informational text that is differentiated according to reading level. This program also provides engaging literacy materials and activities that enhance background knowledge. This will enable the Zero Hour Program to expand.
- As a result of working on the Common Core bundle last year, teachers have become adept at utilizing Depth of Knowledge and UDL in their lessons. Additional information in this area was presented and placed in the back-to-school folders distributed to teachers on September 9th.
- Plans are underway for the spring implementation of the program that prepares students for the New York City Specialized High School Entrance Exam.

Strategies to increase parental involvement

- This goal is developed in conjunction with the SLT
- The programs are explained at PTA Meetings.
- The Parent Coordinator conducts workshops to support parent understanding of the academic curriculum
- The Parent Coordinator has instructional materials in her office to explain the educational program
- Teachers conduct parent workshops to explain the instructional shifts in the NYS Assessments as a result of the adoption of the Common Core Standards.

Budget and resources alignment

• Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Budget and resources alignment
If other is selected describe here:

Service and program coordination

- This school participates in Cook Shop for grades for Pre K-3 and Grade 5, a nutrition program that provides tasty and nutritious eating experiences. This program aims to foster the development of healthy eating habits. The discussion and language activities in Cook Shop support CCSS Writing Standard 1 in the evaluation and analysis of what is or is not a healthy snack and CCSS Writing Standard 2 in the writing of informative and explanatory pieces regarding the information about the nutrition of the foods being used and the procedural steps taken to prepare the healthy food
- SAPIS Program guides students in making healthy living choices, thereby reducing violence, drug use, and smoking. The oral and written activities reflect CCSS in the reading of informational text and discussion and writing of opinions. Competencies in these areas are necessary for student attainment of proficiency level in the NYS ELA.
- To support our students in their tasks to meet Common Core State Standards, this school does the following
- Distributes back packs with school supplies
- Pays for instructional trips for students in financial need

- Partners with local organizations to distribute meals for Thanksgiving and Christmas
- Partners with local organizations to participate in Toys for Tots
- Partners with TWION to receive winter coats for students. The children in temporary housing are the first to receive
- Pays for restaurant meal for parents and their child who maintains 100% Attendance for the school year
- Project Wisdom is an anti-bullying program that aims to foster the development of positive character attributes.
- Students in Temporary Housing receive first priority for any service provided.

Instructional Staff

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To maintain the gains attained in reducing the achievement gap in the performance of the English Language Learners on the New York State English Language Arts Assessment

By June 2013 the ELL subgroup progress in scale score performance on the New York State English Language Arts Assessment will place this school in a favorable comparison to our Peer Group on the New York City Progress Report.

Comprehensive needs assessment.

- Analysis of the New York City Department of Education Progress Report 2011-12 for PS/IS 384 shows the following:
 - A score of 3.0 out of 17 in Closing the Achievement Gap
 - 31.9% of the English Language Learners were in the 75th Growth Percentile or Higher on the English Language Arts Assessment. For this, the school earned 22 points
- Analysis of NY Start shows the following:
 - 18% of the ELLs scored at Proficiency Level. This reflects growth from the previous year's performance level where 8% of the ELLs attained Proficiency
- o After undergoing a State Quality Review For ELL instruction, there was implementation of the Quality Reviewer's two recommendations

Instructional strategies/activities

The following instructional strategies are underway:

- Although the ESL Teachers are members of grade level Professional Collaborative Teams, they come together as an ESL unit to meet for one period weekly
- The ESL Teachers are utilizing the newly purchased *Rigor Program* which is aligned with the Common Core State Standards
- Two ESL teachers provide classroom push-in support.
- Three teachers are presently enrolled in graduate programs to obtain certification in ESL
- An additional ESL teacher has been hired for second grade.
- *Reading Street* by Scott-Foresman in grades K – 5 supports instructional differentiation with ESL strategies that support language development and scaffold student learning
- The ELL classrooms have libraries leveled specifically for ESL students.
- The teachers are using ESL strategies gleaned from Rosa Delgado's PD sessions during the 2011-12 school year.
- Special consideration was given to ELLs in the placement for Extended Day.
- After school and Zero Hour Programs target ELL students
- This year, there is a continuation of the Lunchtime Peer Tutoring Program. Advanced and former ELLs meet to tutor Beginner ELLs. The students each lunch together in a separate meeting area. This provides them with a "risk-free" opportunity for socialization. After lunch they work together. This program's success was evident in the 2012 NYSESLAT scores of the three Beginners who participated in the program.

- ELL students in grades 3, 4, and 5 are in the Wilson reading groups
- As of January, *Achieve3000.com* is an instructional component. This program offers the ELLS a visual component to instruction. Achieve3000 contains many pictures and video resources to clarify and support the information presented.
- *Leapfrog* is utilized with the primary grade ELLs
- ELL students are represented on all Professional Collaborative Inquiry Teams
- Plans are under consideration for a renewal of our *Pencil Partnership*. This would occur on Saturdays and ELL students will participate.
- The school library contains a selection of Spanish Language books for ELLs.
- The school library sponsors two Scholastic Book Fair in December and March, respectively where books specifically recommended for ELLs are available for purchase.
- The book fair also offers some texts in Spanish so that the parents of ELLs can actively promote literacy at home.
- There is a Saturday instructional program for ESL students and their parents.
- The ELLs participate in all extracurricular activities.
- The ELL students in grades K-3 as well as grade 5 participate in *Cookshop*. This “hands-on” experience supports them in their language development.
- The parents of the ELLs are made aware of the website *Colorin Colorado* which offers parents English and Spanish resources to support their children’s education
- Plans are underway to continue last year’s practice of creating spread sheets for current and transitional ELLs at every grade level. These spreadsheets provide a snapshot of each student’s life in this school-from assessment data to involvement in after school activities. This spreadsheet ensures that ELLs are actively monitored.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- There are Saturday classes for the ESL parents. The parents receive instruction in language and computer technology. Breakfast is always provided. This ensures opportunity for parents to socialize with each other as well as with the Teacher, Parent Coordinator, and school administrators.
- The ESL parents are invited to participate in the parent Cookshop Program. This program supports these parents in their efforts to provide healthy nutrition for their children. This also fosters language development in the parents and encourages parent-child discussion since both are participating in the program.
- ESL parents receive written invitations to and information about all school events and issues in their primary language (Spanish for this school).
- In the event that the teacher cannot communicate in the parent’s language, interpretation is always available for parents. This ensures ease of access to school staff.
- ESL parents serve on the SLT
- Parent Coordinator are conducted in English and Spanish
- PTA Meetings provide for Spanish translation

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- This school participates in Cook Shop for grades for Pre K-3 and Grade 5, a nutrition program that provides tasty and nutritious eating experiences. This program aims to foster the development of healthy eating habits. The discussion and language activities in Cook Shop support CCSS Writing Standard 1 in the evaluation and analysis of what is or is not a healthy snack and CCSS Writing Standard 2 in the writing of informative and explanatory pieces regarding the information about the nutrition of the foods being used and the procedural steps taken to prepare the healthy food. This Program also supports students and their families as they acclimate themselves to a new culture.
- Students in Temporary Housing receive priority for any support program.
- Project Wisdom is an anti-bullying program that aims to foster the development of positive character attributes.
- The SAPIS Program provides students with the tools necessary to navigate the social landscape.
- To especially support our ESL students who frequently experience economic hardship, this school does the following:
 - Distributes back packs with school supplies
 - Pays for instructional trips for students in financial need
 - Partners with local organizations to distribute meals for Thanksgiving and Christmas
 - Partners with local organizations to participate in Toys for Tots
 - Partners with TWION to receive winter coats for students in need
 - Pays for a celebration for parents and their child who maintains 100% Attendance for the school year
-

Instructional Staff.:

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

- By June, 2013 the engagement of parents as active partners in the school community will remain at its present level as evidenced by parent participation in the school survey. The focus will be on maintaining the academic support link of the home-school connection. Therefore, the present level of performance on the parent component of the School Environment section of the Progress Report will remain at an A.

Comprehensive needs assessment

Analysis of the New York City Department of Education Progress Report 2011-12 shows the following:

- A score of 12.7 out of 15 on the School Environment Category. This translates into a score of A

Instructional strategies/activities

The following strategies are implemented:

- The guidance counselor offers the parents informational workshops about high school admissions and guides them through the admissions process. These occur during the fall.
- Every classroom teacher participated in the September Back-to-School Meet the Teacher Night during which parents received thoughtful and well organized information about the upcoming curriculum for each grade and the necessary home connection that is required for their children's academic success.
- In grades K-5, Scott Foresman Reading Street, provides parents with upcoming literacy and curriculum notices. These notices are sent home prior to the beginning of the unit and will inform the parents of activities that will take place in the classroom.
- Through the Learning Leaders Program, parent volunteers provide additional support in school as they become immersed in their children's learning environment.
- The Cookshop Program, which has been implemented with students to promote healthy eating habits, is now offered to selected parents. The parents engage in "hands on" learning that demonstrates healthy food as an affordable, easy to prepare, and tasty alternative to fast food.
- Assemblies are held during which different classes showcase their accomplishments in various subject areas. Parents are invited to these.
- Parents are invited to 100% Attendance celebrations to see their children honored for perfect attendance
- There is an end of year celebration for students with a record of perfect attendance. Parents participate with their children in this celebration.
- There are Saturday classes for the ESL parents during which parents receive instruction to support language development through authentic literacy activities. They are also introduced to computer technology through lessons in keyboarding and basic computer technology.
- The PTA continues to promote the welfare of the school through their donation of time, their fundraising activities such as cake sales, back to school night "trinket" sales, gift sales, and their organization of student picture days
- The Principal maintains an "open door" policy with the parents.
- The Parent Coordinator maintains resources that provide instructional materials for parents.
- The Parent Coordinator is scheduled to conduct the following workshops for parents during the current school year:
 - Parent English Language Learners/Computer Academy (24 sessions)
 - Camba (Outreach Centers Safe Horizons, Homeless Shelters)
 - Learning leaders (recruiting and assigning volunteers to assist the school)
 - ELA/Math
 - ELLs POV (Parent Orientation Video)
 - Immigration (laws)
 - Bullying (Sapis) (Parts I and II)
 - New York Psychotherapy and Counseling (How parents may receive family counseling Parts I and II)
 - District Attorney (Internet Laws and Sexting)

Learning Leaders Workshops
Support Your Child Through Early Adolescence
Support and Foster Self-Esteem in Your Child
Making the Transition to Middle School

Grief in Adolescents
Cook Shop for Families

All workshops are conducted in both English and Spanish.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
-
- The Parent Coordinator presents the workshops described above.
- The Annual Title I Parent Meeting is held on or before December 1st of each school year. to advise parents of children participating in the Title I program
- Parents are engaged in the writing and review of the CEP.
- The Parent Coordinator plans the following workshops to support parents. She contacts parents multiple times to ensure attendance at the workshops
- All workshops are conducted in English and Spanish
- The Parent Coordinator maintains an Open Door Policy for parents.
- Information related to the school regarding parent programs and other activities is sent to the parents of the students in an understandable and uniform format, including alternative formats upon request and to the language the parents understand.
- Teachers, pupil services personnel, Parent Coordinator, Principal and Assistant principal's reach out to, communicate with and work with parents as equal partners
- Parents will be afforded the opportunity to be trained by Learning Leaders and to assist in the school as volunteer leaders.
- Parents will receive in house as well as outside support services from the Guidance counselors, School Based Support Team and the SAPIS (Substance Abuse Prevention Services) and/or services from CBO'S (Community Based Organizations) such as NYC Psychotherapy Center, Coalition for Hispanic Family Services, Safe Horizons, and (ACS) NYC Administration for Children Services.
- Eligible parents are put in contact with neighborhood faith based organizations so they can receive needed school supplies for their children and food for celebratory holidays
- The Saturday ESL/Computer Academy assists parents of English Language Learners in mastering language and computer basics.
- All school documents of critical importance are translated into the parents' native language. Language interpretation is provided during meetings and events as needed;
- There is a School – Parent Compact in which the responsibilities of all of the stakeholders are clearly stated:
School Responsibilities, Parent/Guardian Responsibilities, and Student Responsibilities

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Staff

- Parent Coordinator organizes the workshops, acts as liaison with neighborhood organizations, and maintains an open line of communication with the parents

- SAPIS Counselor provides needed support for parents and children.
- Classroom teachers help present workshops as needed.

If other is selected describe here:

Service and program coordination

- Through a partnership with TWION (The World Is Our Neighborhood) new winter coats are distributed to approximately 50 students before the December holiday break. Children are also able to choose from a selection of stuffed animals and presents for parents.
- Through a partnership with Toys for Tots students received a quality present as they left for December holiday break.
- There is coordination with the SAPIS Program, CBOs, neighborhood faith-based organizations, NYC Administration for Children's Services.
- Priority is given to parents of students in Temporary Housing for any support service.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA 420 students in grades 2-8	<i>English Language Arts Common Core</i> by Peoples Publishing <i>English Language Arts New York Ready Instruction</i> by Curriculum Associates <i>Achieve3000.com</i> <i>Wilson Reading New York Content Reading Common Core State Standards</i> by Continental Press <i>Vocabulary Drills- Introductory –Advanced Levels</i> by Dr. Fry- Jamestown Reading Improvement Close Reading Readers Theatre Books on CD Visualization Graphic Organizers Sentence Stems Conversation Bubbles	Small Group	Zero Hour-before school During the school day After School Program Saturday School Program
Mathematics	Peoples Publishing books	Small Group	Zero Hour-before school

420 students in grades 2-8	Coach books		During the school day After School Program Saturday School Program
Science 400 students in grades 3-8	<i>Achieve3000.com</i>	Small Group	Zero Hour-before school During the school day After School Program Saturday School Program
Social Studies 400 students in grades 3-8	<i>Achieve3000.com</i> <i>Passport to Latin America and Canada</i> by Scott-Foresman <i>Eastern Hemisphere Interactive Reader and Study Guide</i> by Holt McDougal <i>Eastern Hemisphere Power Presentations with Video DVD-ROM</i> by Holt McDougal <i>Thinking about Content Reading</i> by Dr. Kylene Beers –Holt McDougal	Small Group	Zero Hour-before school During the school day After School Program Saturday School Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1) SAPIS Provider - 75 students 2) Social Worker ERSSA - 41 students 3) Guidance Counselor for Special Education – 35 mandated students and - approximately 20 crisis intervention students 4) Guidance Counselor for Regular Education – 20 students for counseling and - 59 students for High School Articulation	Small Group One – to – One Class Presentations Large Group, Small group, and One-to-One	During the school day During the school day

	5) Nurse-Open Airways Services for students in grades 3-5	Small Group: Class size is approximately 10 students for 3 cycles. Each cycle is 6 classes.	During the school day
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment is accomplished by recommendation and word – of – mouth. The resumes are reviewed by the Selection Committee of Administrators and Teachers. There is focus on the quality of professional education and training as well as previous teaching experience and areas of demonstrated competence. Attention is also focused on finding a match for the culture of the school.

There is a thorough interview process conducted by the Selection Committee. The candidate then prepares and conducts a lesson observed by the Selection Committee. After the lesson, the Committee meets to share their notes, observations, and impressions. If necessary, the candidate is asked to prepare another lesson for observation.

The new teachers receive scheduled mentoring from a building based mentor teacher and support from the lead teacher at their grade level. If the new teacher needs support with the arrangement of his/her room, there is a colleague to provide it. The prep schedules are aligned for common preps. Therefore, there is ample time for planning and conferring about curriculum and students. The Administration conducts brief focused observations of the new teacher and provides targeted feedback using the Danielson *Framework For Teaching Rubric*.

Teachers receive assignments based on their content area expertise. Common Branch teachers are assigned to the grades in which they have shown their familiarity and/or expertise. However, there are times when the teacher – grade match is not optimal. In this case, much consideration is given to finding another grade placement. In most of the instances where this was done, the teacher went on to flourish in the newly assigned grade.

If there are teachers who are not *Highly Qualified* in the area to which they have been assigned, the Administration encourages and supports them in their efforts to satisfy the necessary requirements. The Administration maintains diligence in updating these teachers about DOE sponsored initiatives in this area. Presently, there are three teachers working to satisfy the requirements for designation as *Highly Qualified* in ESL

All teachers are strongly encouraged to avail themselves of the online pedagogical resources such as ARIS, www.engageny.org, www.achievethecore.org.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
PS/IS 384
SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012–13

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Ada Orlando/Christopher Groll	District 32	Borough Brooklyn	School Number 384
School Name P.S./I.S 384 The Frances E Carter School			

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

Principal Phyllis Rauli	Assistant Principal Janine Zito
Coach NA	Coach NA
ESL Teacher Jennifer Pierce–Chornomor	Guidance Counselor Susan Spaventa
Teacher/Subject Area Rosemarie Casaccio/Reading	Parent Stacy Malave
Teacher/Subject Area Sindy Gilbert/ESL	Parent Coordinator Grace Baez
Related Service Provider Mayra Santos	Other Marilyn Cruz/Asst. Principal
Network Leader Ms Ada Orlando	Other Jennifer De Martino/ESL

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area	0	Number of special	2	Number of teachers of ELLs	0

teachers with bilingual extensions		education teachers with bilingual extensions		without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5		

D. School Demographics

Total number of students in school	711	Total Number of ELLs	146	ELLs as share of total student population (%)	20.53%
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Part II: ELL Identification Process

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

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

Upon registration, the parent of a first-time new admit receives a registration package from the secretary which includes the Home Language Identification Survey (HLIS). If the parent speaks a language other than English, he/she receives the Home Language Identification Survey in his/her native language. If the parent indicates a low incident language, oral translation services are contacted, and the parent takes the survey with the support of a translator. The ELL Coordinator, Ms. Jennifer Pierce-Chornomor- licensed ESL Teacher evaluates the Home Language Identification Survey and if questions 1-4 and 5-8 in Part 1 of the HLIS indicate that there is a language other than English spoken at home, she conducts an oral interview with the parent to complete Part 2 of the HLIS. This interview is conducted in the parent's native language with the assistance of a staff member who speaks the language or a representative of the translation-interpretation unit. The translation-

interpretation representative assists over the phone. If the child is present, he participates in the interview also. The purpose of the interview is to identify the home language and the instructional program of the student. Based on the results of this interview and the answers provided in part 1 of the HLIS, the home language is established. Upon completion of the HLIS, the original is placed in the student's cumulative record and a copy goes into the ELL Compliance Binder. If the home language is English, the first page of the survey is coded "NO". No further action is needed; the child is not an ELL student.

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

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

However, if the student's score is below the state designated cut-off point, the level of proficiency is established, as per LAB-R Assessment Memo #2, and the child is programmed for the mandated level of instruction as per his/her proficiency level. At the end of the school year, the NYSESLAT is administered to this student to evaluate his level of proficiency in English. Reports generated to determine which students are eligible for the NYSESLAT include the RLAT and RMNR in ATS. The RLAT report provides NYSESLAT and LAB-R scores for all entitled ELLs who have taken the exam. Additionally, the RMNR provides additional data regarding a student's combine modality scores for Listening/Speaking and Reading/Writing. Along with these reports, to ensure transfer students who are ELLs are placed in the correct program, the RADP Admissions report is generated to determine transferring new students' home languages. We can determine with a reasonable level of assurance that the student is an ELL if their testing history indicates that the LAB-R and NYSESLAT tests have been administered and the student has not yet passed. Students are placed in the appropriate program and when the cumulative record is received from the transferring school, the home language is checked and a copy of the HLIS is placed in the student's ESL file. The parent of the student entitled to services as per LAB-R or NYSESLAT scores will receive the entitlement letter in the parent's language, a copy of which is placed in the ELL Compliance Binder.

The parent is then invited to a Parent Orientation session where he/she receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an

informed decision about their child’s education. The orientation sessions are conducted by the ELL Coordinator , Ms. Pierce–Chornomor and Parent Coordinator, Ms. Grace Baez. Since the majority of the parents at P.S./I.S. 384 speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a DVD is shown in the parent’s language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her native language. After reviewing the completed form, Ms. Pierce–Chornomor provides the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice, as no two contingent grades of students who share a common language have a request for a Transitional Bilingual Education or Dual Language Program totaling fifteen or higher. Currently, the trend in the Parent Program Choice, based on analysis of parent survey and selection forms is English as a Second Language. Analysis of the previous two years' data confirms this: In 2011–2012 school year Parents Choice indicates 134 parents (out of 172 surveyed) selected the ESL instructional program; 15 parents selected a Dual Language Program, and 23 selected a Transitional Bilingual Education Program. Of these totals no two consecutive grade levels totaled 15 preferences for either a Dual Language Program or a Transitional Bilingual Education Program. Similarly, in the 2012–2013 school year, Parent's Choice indicates 121 parents (out of 156 surveyed) have selected an ESL program, while fifteen have selected a Dual Language Program and twenty opted for TBE. The following tally indicates each grade's Parent Choice selections.

Parent’s Choice Selection

	2011–2012 School Year		
	ESL	DL	TBE
K	20	0	3
1st	23	5	8
2nd	20	2	1
3rd	16	3	3
4 th	17	1	3
5th	15	2	2
6th	10	1	3
7th	8	1	0
8th	5	0	0
Totals	134	15	23

Parent's Choice Selection

Grade	2012–2013 School Year		
	ESL	DL	TBE
K	13	0	2
1st	21	1	5
2nd	22	5	4

3rd	11	1	1
4th	14	3	2
5th	15	1	3
6th	12	3	0
7th	9	0	3
8 th	4	1	0
Totals	121	15	20

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

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

At this point, the parent is offered a transfer option to a school that offers TBE in the parent’s language. If the parent accepts the offer, then Ms. Pierce–Chornomor calls the school to determine seat availability. Placement is completed through the Enrollment Office.

If the parent indicates a preference for Dual Language Program, the process explained above is repeated. If the parent rejects the transfer option, Ms. Pierce–Chornomor notes this on the Parent Survey and Selection Form, and the child is placed in the current available program which is ESL. Copies of each students' Parent Survey and Selection Forms are also kept on file in each students' personal student file.

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

Number of ELLs by Subgroups					
		years)			
SIFE		ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	109	7	18	32	0	12	5		4	146
Total	109	7	18	32	0	12	5	0	4	146

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	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	15	27	28	10	17	18	12	11	5					143

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
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	15	28	28	10	18	18	13	11	5	0	0	0	0	146

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

A. Programming and Scheduling Information

least restrictive environment?

There are five ESL certified teachers in the school. Three of these teachers have a self-contained class (one in second grade, one in third grade and one in fifth grade) comprised of students of varying proficiency levels (heterogenous). The students are grouped together (block model) for the entire day for all content instruction. The other two ESL certified teachers work collaboratively with five common branch and Special Education licensed classroom teachers (of grades 1, and 4-8), pushing into their heterogenous classrooms to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Students with very little or no English proficiency may also be pulled along with others from different grades to give them specialized instruction suited to their needs. For these students, they would receive a combination of a block, heterogenous push-in model with an ungraded model for students of homogenous proficiency levels to ensure their language acquisition. This continues until their English language skills are sufficient for them to gain meaningful instruction in their regular, self-contained classrooms.

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

A. Programming and Scheduling Information

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

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

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Every Day Math Program in grades K-5, Impact Math in grades 6-8), and Literacy (Reading Street by Scott-Foresman in grades K-5, Zaner-Blaser Strategies for Writers - A Common Core State Standards-Based Writing and Grammar Program in grades 2-5 and Prentice-Hall "Anthology" in grades 6-8), as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Each program is a scientifically research-based program. An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them. Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology-based programs, small group instruction and peer support. The instructional resources used in the ESL Program include the following:

- "RIGOR - Reading Instructional Goals for Older Readers for grades 3-8
- "Into English" series for grades 3-6
- "English, Yes!"

A. Programming and Scheduling Information

- “On Our Way to English” for grades K–3
- Content area books
- Anthologies
- Theme–based literature and project activities
- Listening centers
- Audio Visuals
- Leveled libraries
- Puzzles and games
- Word Walls
- Technology
- Songs and poems
- Visual aids (picture cards, charts, posters, picture dictionaries)
- Translation Dictionaries
- Books on tape/Big books
- Native Language Resources, such as libraries, texts, technology and primary resource materials

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

Additional ESL Support

Additional support is provided to the ELLs by incorporating ESL strategies throughout the instructional program of out-of- classroom personnel (e.g. Librarian, Technology Specialist, Art Teacher, etc.). This approach requires collaborative planning among teachers and administrators to align classroom instruction and the needs of the ELLs to other content areas. It affords the ELLs the opportunity to scaffold their learning through authentic experiences that activate prior knowledge and support the transition into the targeted language. To ensure the success of this endeavor, faculty members are provided with workshops on an off-site that focus on the use of ESL strategies and differentiation of instruction to challenge and support instruction for the ELLs. The goal of the ESL Model is to:

- provide every student with the opportunity to successfully learn a new language through a rigorous instructional program executed by qualified and trained personnel
- develop the student's oral and written fluency in the targeted language
- enhance their conceptual and linguistic skills through interdisciplinary instruction utilizing ESL methodologies and approaches
- address and improve student learning based on data derived from multiple assessment sources (ex: NYSESLAT, NYS Reading and Math Test, etc.)

A. Programming and Scheduling Information

- utilize a balanced literacy approach to teaching and learning, comprised of best practices that are aligned to the Common Core Learning Standards, New York State Learning and ESL Standards
- provide beginning, intermediate and advanced ELLs with the required units in ESL (CR Part 154)
- increase every child's opportunity to succeed by providing all teachers with extensive Professional Development focused on the use of ESL Standards-based strategies (including key points for scaffolding learning) for all students
- provide professional development for all faculty members on how to serve the needs of individual ESL special education students based on their IEP to support them to meet content area standards
- provide all students with well balanced resources such as classroom libraries and instructional materials
- create a home-to-school link with the support of the Parent Coordinator and Parent Teacher Association

As a school with an ESL program only, we ensure that ELLs are appropriately evaluated in their native language when, in the event that a student's home language is determined to be Spanish and his or her English LAB-R scores entitle them to ESL services, they are administered the Spanish LAB-R in accordance with CR Part 154. The results of this exam will determine their home language proficiency, which will help teachers make informed decisions regarding their Spanish-speaking ELL students' instruction. All recommended test guidelines are followed and administered by a teacher with a bilingual extension. Also, students identified as ELLs are given translated testing materials in their native language as per state regulations. Additionally, translating dictionaries are provided for each ELL as provided by state regulations

SIFE Students

SIFE students are also provided with the aforementioned services. However, additional support includes the development of safety net programs through academic intervention services and pull-out programs to target and address their specific needs

Newcomers

ELLs with 3 or less years in US schools are provided with intensive instructional support that includes: small group support, hands-on activities to enhance vocabulary development, close monitoring through formal and informal assessments and ongoing contact with parents. These students are also afforded the opportunity to participate in extra-curricular activities (e.g. sports, dance, chorus, art, etc.). This increases their interaction with peers and enhances their social and academic skills. ELLs (that are new to the school) and their parents are invited to a tour of the school. In addition, they meet with the administration, teachers and students to learn of our school's academic and social programs. In the 2011-2012 school year, our school also implemented peer tutoring, whereby former ELLs who share a common language with newcomers assisted them in completing their core subject studies.

Plan for ELLs receiving service 4 to 6 years and Long Term ELLs

These students are monitored closely by the classroom and ESL teachers, administrators and the Inquiry Team.

A. Programming and Scheduling Information

Formal and informal data is utilized to assess their strengths and needs. Through classroom instruction, academic intervention services, Zero Hour, After School Programs, Title III Supplemental Programs and parental involvement these students receive the necessary support to improve their academic standing.

Students with Disabilities

Students with disabilities whose IEPs mandate ESL instruction are provided access to the same programs, curriculum, grade level materials and resources as students in the general education population. Formal and informal assessments coupled with the students' IEPs are consulted to align appropriate services and strategies to instruction on a case per case basis. Specifically, additional scaffolding and modelling is particularly essential to ELL students with disabilities' success in English language acquisition. This additional support is provided through small group instruction, academic intervention services, after-school and zero hour programs and is designed to meet their diverse needs. Since all of our ELL students with disabilities are Spanish-speakers, all paraprofessionals who service these students are bilingual to support their English acquisition and listening comprehension. Also, ELL students with disabilities receive ESL lessons emphasizing context-rich instruction designed to enhance English language understanding and production in listening, speaking, reading and writing. Students with disabilities are provided push-in ESL services into heterogenous special education self-contained classes to provide scheduling flexibility when needed to ensure their diverse needs are met in the least restrictive environment. As per Parent Choice, there is no Bilingual program at PS/IS 384. Should a student's IEP mandate bilingual instruction, an alternative placement paraprofessional who speaks the student's home language is obtained for the child. The students are provided with ESL instruction as prior to their pending placement in a bilingual special education setting in another school.

Courses Taught in Languages Other than English ⓘ

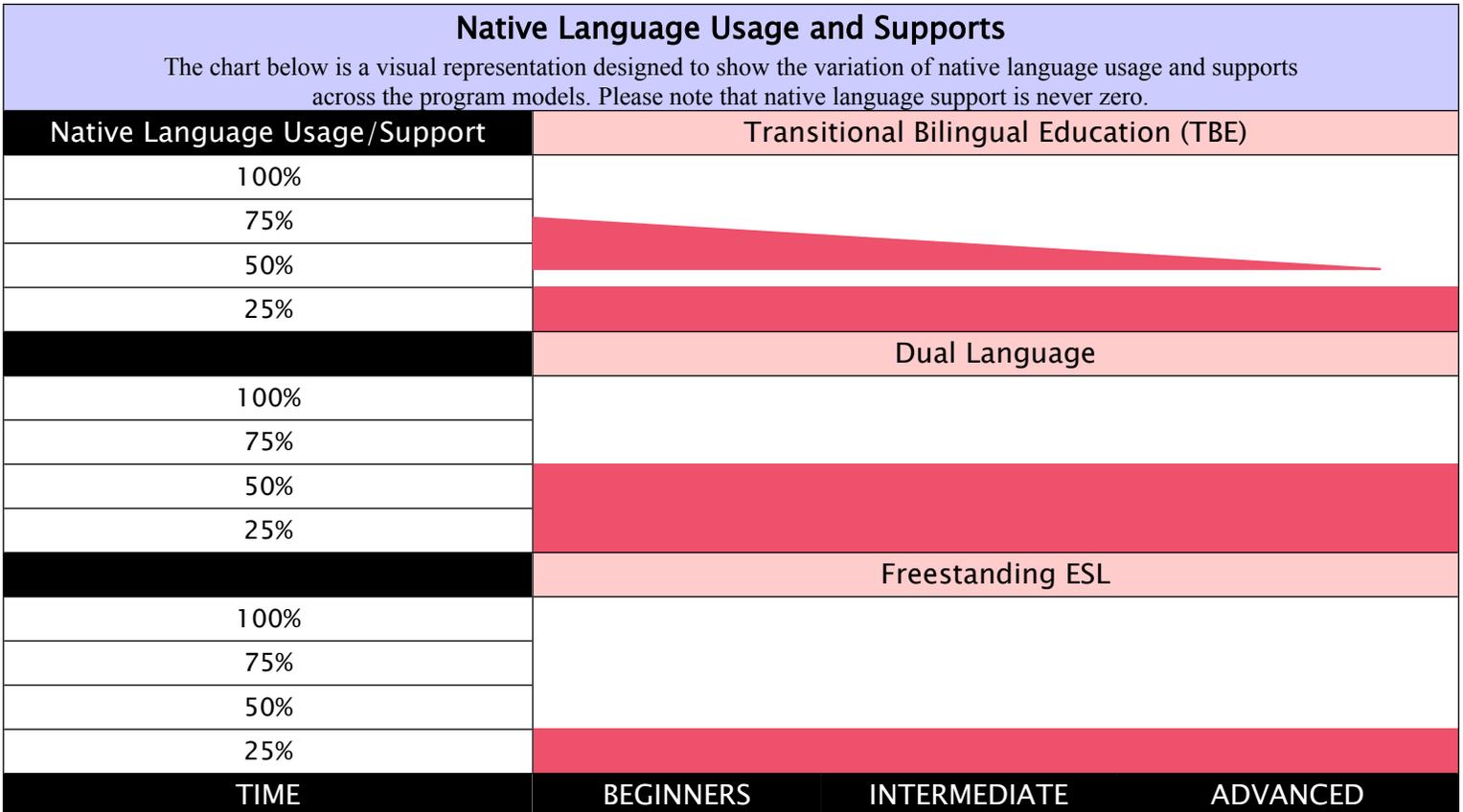
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language				
Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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. ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Every Day Math Program), Literacy (Reading Street by Scott-Foresman in grades K-5 and Prentice Hall "Anthology" in grades 6-8), Writing (Zaner-Blaser Strategies for Writers - A Common Core State Standards Based Writing and Grammar Program in grades 2-5), as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them.

Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Thursday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school, and a Saturday program 9:00 am - 12:00 pm. Native Language support during these Intervention Programs is twenty-five percent as recommended.

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

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

Additional ESL Support

9. Transitional support for ELLs reaching proficiency are provided by continuing to incorporate ESL strategies throughout the instructional program of out-of-classroom personnel (e.g. Librarian, Technology Specialist, Art Teacher, etc.). This approach requires collaborative planning among teachers and administrators to align

classroom instruction and the needs of the ELLs to other content areas. It affords the former ELLs the opportunity to scaffold their learning through authentic experiences that activate prior knowledge and support the transition into the targeted language.

10. For the upcoming school year, technology programs will continue to be available to all students. Zaner–Blaser Strategies for Writers – A Common Core State Standards Based Writing and Grammar Program has also been implemented.

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

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

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

- RIGOR – Reading Instructional Goals for Older Readers for grades 3–8
- “Into English” series for grades 3–6
- “On Our Way to English” for grades K–3
- Content area books
- Anthology
- Audio Visuals
- Leveled libraries
- Puzzles and games
- Word Walls
- Technology
- Visual aids (picture cards, charts, posters, picture dictionaries)
- Kaplan Math Grades 3–8

14. As per parent's preference, indicated on the "Parent's Choice" form, our school offers an ESL program and provides 25% native language support in keeping with the recommended best practices for native language support in ESL programs. This support includes dictionaries, textbooks, worksheets, various genres in languages other than English, technology programs and classroom listening centers and are made available to ELL students during intervention programs Bilingual staff may also communicate with students in their home language to

ensure student understanding to provide the student with a variety of means by which to express his or her knowledge.

15. We provide levelled classroom libraries to include multi-cultural books appropriate to grade level and ages for ELLs. Literature is monitored to ensure age-appropriateness and corresponds with the appropriate current proficiency level for each individual student.

16. With the collaboration of the School-Based Support Team and Administration, Newly-Enrolled ELL students are provided guidance and support in acclimating to their new school environment. Furthermore, the Parent Coordinator meets with the parents to address their needs and concerns and provides additional support by scheduling meetings with the teachers during their preps to again address these newly enrolled ELL students' needs. The Administration provides an open door for any student's parent to meet with any administrator in charge with their respective grades.

17. Spanish as a Foreign Language is offered to all ELLs in 8th grade.

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)?

NA

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. Professional development (by on and off site personnel) is provided to all faculty members (including teachers requiring 7.5 hours of ELL training) on how to serve the needs of the ELLs, including those in Special Education settings. ESL teachers as well as all faculty members servicing ELLs attend workshops during and after school hours.

Professional Development for the current school include the following dates and include the following topics:

September 4, 2012 Anti-Bullying, Child Abuse/Suicide, Reg. A101, Gang Affiliation Awareness, BRT

October 22, 2012 Danielson Rubric Presentation and its impact on ELL instruction

November 19, 2012 Pauline Gibbons ELL Teaching Strategies

December 10, 2012 Pauline Gibbons ELL Teaching Strategies (Cont'd)

January 14, 2013 The ELLs and the supportive environment

February 11, 2013 Universal Design for Learning

March 11, 2013 ELL Computer Academy for Parents and Guardians

April 8, 2013 Response to Intervention for Subgroups

May 13, 2013 Analyzing the Rigor and Relevance of Performance Tasks for ELLs

2. For students transitioning between elementary and jr. high school, the guidance counselor provides ELLs with a transitioning session, in which students are acquainted with changing classrooms as needed throughout the day. An activity is conducted whereby students utilize a sample schedule to determine where and when to attend class. Additionally, in fifth grade students are partially decompartmentalized to acclimate to middle school gradually.

3. The focus of professional development is to provide the teachers with a comprehensive, multi-sensory approach to teaching that aspires to improve overall student achievement. A file is maintained in the Title III Binder that contains a record of the hours of training for each teacher. Teachers completing their required hours of training receive a certificate. Records of Professional Development include agenda sign-in sheets and are kept in the Title III Binder.

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?

PS/IS 384 maintains a strong partnership with parents because they are the key ingredient to the success of the students. To support the parents (including parents of ELLs) Administrators, Parent Teacher Association (P.T.A.), Parent Coordinator, Teachers and additional school personnel work collaboratively to ensure that parents are an integral part of the school community. Parent's Language needs are assessed upon student enrollment. When the Home Language Identification survey is conducted, a parent's primary language is determined. Parents in need of translation services are informed of their rights as per Chancellor's Regulation. Many staff members are fluent in at least one other language and can communicate with parents. In the event that no staff member expresses proficiency in a parent's primary language, we shall request translation through the Office of Translation Services. A variety of activities and workshops are planned throughout the year to encourage parents to become proactive members of the school community. A new initiative for parents is the Saturday Institute that consists of ESL and Technology classes. Through these classes parents of ELLs learn a new language. In addition, these programs afford all parents the opportunity to become engaged in community activities and to learn of instructional strategies and resources that they can utilize at home to support their child's learning.

The Parent Coordinator plays a vital role in the engagement of parents. The Parent Coordinator meets regularly with parents to discuss their social and academic needs. These issues are shared with school personnel and are addressed through meetings and workshops during school. The Parent Coordinator assists as translator during Parent Orientation sessions, helping administer the Parent Choice and Parent Survey and Program Selection Forms. Additionally, the Parent Coordinator utilizes Parent Notification Letters to communicate with parents in the event that they are not accessible by phone.

In addition, to mainstream parents and encourage them to become productive citizens of the community, key personnel from Community Based Organizations (CBO's) are invited to the school to provide workshops in areas of need and interest to the parents. Workshops are held during and after school hours. Areas addressed through workshops include:

- New York State English and Mathematics Assessments
- Learning Leaders
- Asthma
- ESL
- GED
- CPR
- Housing
- Domestic Violence Prevention
- Substance Abuse and Prevention

- New York State English and Mathematics Assessments
- Bilingual personnel are available to parents at every workshop.

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)	12	20	12	2	3	6	4	4	2					65
Intermediate(I)	1	6	4	3	3	3	3	3	1					27
Advanced (A)	2	2	12	5	12	9	6	4	2					54
Total	15	28	28	10	18	18	13	11	5	0	0	0	0	146

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	3	0	0	1	1	0	0				
	I	7	6	3	2	2	2	1	2	1				
	A	11	9	18	2	3	7	4	5	1				
	P	8	8	1	8	15	5	2	1	2				
READING/ WRITING	B	19	16	9	2	2	3	1	1	1				
	I	6	6	3	3	3	3	3	2	1				
	A	1	1	5	5	12	6	3	3	1				
	P	2	2	8	2	3	3	1	2	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	9	4	0	15
4	3	7	3	0	13
5	1	3	1	0	5
6	4	3	0	0	7
7	1	2	0	0	3
8	1	4	0	0	5

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		11		5		0		18
4	2		9	1	4		0		16
5	0		1		6		0		7
6	2		5	1	1		0		9
7	0		4		0		0		4
8	0	0	3	1	2	0	0	0	6
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	1	0	3	0	7	0	4	0	15
8	1	0	1	0	3	0	0	0	5
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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. PS/IS 384 uses LAB-R in grades K-8, ECLAS-2 in grades K-3, NYSESLAT in grades K-8, Pearson Periodic Assessment for ELLs in grades 3-8, New York State Standardized Assessments in grades 3-8, Fountas and Pinnell in grades K-8, as well as individual classroom-based program assessments. In addition to identifying the young students' needs, information obtained from some of these assessments has enabled staff to identify older students' early literacy needs, which often occur when a student is SIFE or has entered an English-speaking school in later years and requires age-appropriate early literacy materials. Upon obtaining this information from data analyzed in this report, our school has increased the number of early-literacy reading material that is age appropriate for older students, as well as younger ones.

Additionally, for students who are not newcomers, the data indicates that most English Language Learners do not usually achieve English proficiency as determined by their NYSESLAT results due to their Writing scores. As a result of this conclusion, there is a special concentration on the ELLs in the work of the Inquiry Teams. Also, our third school goal for the 2012-2013 school year strives to move all students to a proficiency in writing across the content areas.

Finally, LAB-R scores are administered only once in the lifetime of a student to assess their initial English proficiency. Most students, regardless of age level, score at the Beginner or Intermediate level at this time.

Many of the conclusions drawn from the data obtained in this Language Allocation Policy had a degree of predictability. As most other research suggests, most students at PS/IS 384 achieved speaking proficiency first, following by listening, then reading and writing respectively. Also, this research is in line with nationwide research in which writing is the most difficult modality for all students to attain proficiency. Another predictable conclusion that our data supports is that younger newcomers achieve proficiency in all modalities sooner than students who enter an English speaking school at an older age.

2.

As mentioned above, most students at PS/IS 384 achieved speaking proficiency first, followed by listening, then read and writing respectively.

3.

Students receive frequent additional assessment and instruction in listening comprehension and speaking, such as following directions, recalling details, etc. Students also have opportunities to listen to and read text aloud on CD's and technology-based programs.

LEP students who have not met the performance standard in reading receive ESL instruction with frequent assessment and practice of reading comprehension. All standards for reading, such as reading for information, literary response, critical analysis, social interaction and cross-cultural understanding are emphasized.

LEP students who have not met the performance standard in writing receive ESL instruction with frequent assessment and practice of writing abilities. All standards for writing, such as information, literary response, critical analysis, social interaction and cross-cultural understanding are emphasized. Additionally, many LEP students have been identified by grade teacher Inquiry Teams and goals have been set to help meet their writing needs.

4. Our data supports no difference in proficiency levels between students in grades 4-8, and that younger children fared better in the NYS ELA, while the middle school children did not fare as well. We conclude that younger children generally attain English proficiency according to the NYSESLAT sooner, which then terminates their ELL status. Remaining ELL students are generally newer arrivals, with less time to acquire English language skills across all modalities, or students, who for a variety of reasons, do not easily acquire language, which results in an occurrence of lower ELL proficiency in the higher grades.

The data demonstrates that ELL students taking standardized tests in their native language tend to score lower than their ELL counterparts that take standardized tests in English. It should be noted that the one student who did date the Math test in her native language was a newcomer who arrived in the 2011-2012 school year.

School leadership and teachers utilize data obtained from standardized test scores of the ELLs to design the program and for the Inquiry Team to design suitable interventions.

The results are in line with the data obtained from the results of the New York State Assessments. Students identified as ELLs are given translated testing materials in their native language as per state regulations.

Additionally, translating dictionaries are provided for each ELL as provided by state regulations.

5. PS/IS 384 has no Dual Language Program as per Parent Choice.

6. Our school evaluates the success of the ELLs as follows:

1. Student growth in the NYSESLAT performance
2. Student growth in the New York State ELA
3. Student growth in other New York State Assessments.
4. Student/Teacher conference notes

5. Student performance on teacher-created assessments
6. Student classroom work portfolios
7. Student performance on assessments in technological instructional programs
8. Acuity/ITA
9. Running Record
- 10 Destination Reading
11. ECLAS
12. Teacher observation of ELL students' self-esteem and cross-cultural understanding

Additional Information

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

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

Part VI: LAP Assurances

School Name: P.S./I.S 384

School DBN: 32K384

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Raulli	Principal		12/1/12
Janine Zito	Assistant Principal		12/1/12
Grace Baez	Parent Coordinator		12/1/12
Jennifer Pierce-Chornomor	ESL Teacher		12/1/12
Stacy Malave	Parent		12/1/12
Rosemarie Casaccio/Literacy	Teacher/Subject Area		12/1/12
Sindy Gilbert/ESL	Teacher/Subject Area		12/1/12
	Coach		12/1/12
	Coach		12/1/12
Susan Spaventa	Guidance Counselor		12/1/12

School Name: P.S./I.S 384

School DBN: 32K384

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher Groll	Network Leader		12/1/12
Marilyn Cruz	Other <u>Assistant Principal</u>		12/1/12
Philip Quinci	Other <u>Assistant Principal</u>		12/1/12
Katie Simidian/Social Studies	Other <u>Teacher</u>		12/1/12
Jennifer De Martino/ESL	Other <u>Teacher</u>		12/1/12

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** CFN 104

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

and parent meetings.

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

2012-13 Comprehensive Education Plan (CEP)

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: PS/IS 384	DBN: 32K384
Cluster Leader: Ada Orlando	Network Leader: Christopher Groll
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Zero Hour
Total # of ELLs to be served: 154
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
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:

Rationale:

Although the results of the 2012 New York State English Language Arts Assessment showed that this school did make substantial gains in the proficiency levels of our ELL students, the supplemental program is needed in order to maintain our momentum in demonstrating significant growth in this essential population among all grade levels in which ELLs are present.

Careful analysis of this together with the NYSESLAT and ECLAS-2 demonstrated that ELL students in grades K-8 require additional support in literacy, particularly in the areas of reading comprehension and writing. Also, the Professional Collaborative Teams on each grade level have utilized the Six Traits of Writing Rubric for informal evaluation of student writing. Analysis indicated that ELL students require additional support in their efforts to write at levels that reflect the Common Core Learning Standards. This program would be helpful in attaining our school wide goal for compliance with the citywide initiatives of accomplishing Common Core Performance Tasks in each subject area.

As a result, Title III After School, Zero Hour and Saturday Academy programs were designed to support students as they aspire to improve their skills in these areas.

Schedule and Duration of After School Program:

The After School Program is held on Tuesdays and Wednesdays from 3:10pm - 4:40pm and consists of 79 sessions beginning October 23, 2012 through May 8, 2013.

Subjects and Grade Levels of Students to be Served/Types of Materials to be Used:

ELL students in grades 3-8 who are designated as Beginner-Advanced on the NYSESLAT Assessment and whose New York State English Language Arts Assessment places them at Level 2 or lower are invited to attend the After School Program. The students are provided with supplemental instruction in English Language Arts through authentic literacy activities and technology-based programs that provide access to informational text at the students' individual reading levels. There are reading activities and writing activities designed to foster development in the Common Core Writing Standards. Also, there are supplementary materials such as videos and websites that help build background knowledge for these students. Additionally, if funding is allocated, this service shall be extended to Kindergarten through second grade ELLs as well.

Language of Instruction:

Part B: Direct Instruction Supplemental Program Information

As a school with an ESL program, all subjects are conducted in English with Native Language Support.

The students in the After School Program are provided with supplemental instruction in English Language Arts and Mathematics. They receive differentiated instruction through a variety of hands-on activities that include authentic literacy activities and technology-based programs as appropriate.

The Title III Saturday Program consists of one class of ELL students in each grade 3-8. In each class, the ELL students receive supplemental English Language Arts instruction that is aligned to the Common Core Learning Standards. They are provided with a curriculum that aligns the instruction with that of the regular school day in order to scaffold their learning. The ELL students are exposed to learning through various modalities: Through technology, students will be provided an auditory, tactile and visual means of instruction. CD players and headphones for books on tape offer an auditory means of instruction. This instruction aims to enhance students' listening, speaking, reading and writing skills and increases their achievement on the NYSESLAT, NYS ELA, and classroom performance tasks.

Schedule and Duration of Zero Hour:

ELL Students will be afforded the opportunity to attend the Zero Hour program from 7:00 am - 8:00 am, Monday - Thursday, beginning in November subject to funding.

Schedule and Duration of Saturday Program:

The Title III Saturday Program starts at 9am and ends at 12:00pm. It consists of 22 sessions, grades 2 to 8 ELLs will be invited to attend and runs from November 17, 2012 until May 18, 2013. The students are assessed and grouped by proficiency levels. The group size for each class will be approximately fifteen to twenty students.

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:

Rationale:

An assessment will be utilized to continue to understand this correlation between student achievement and teacher training as they continue to participate in activities during the Saturday Program.

Title III Teachers Training:

ESL teachers as well as all faculty members servicing ELL students are provided with workshops. Teachers attend the workshops sponsored by the OELL.

Part C: Professional Development

School and off-site personnel work collaboratively starting in September to provide Professional Development to faculty members working with ELLs. Workshops take place during the school day and after school for the Title III teachers, during the months of September through May, on Professional Development Days (e.g. Election Day) and during Grade, ESL and Faculty Conferences on developing ELL knowledge. The topics of the workshops include: The Danielson Rubric Presentation and its impact on ELL instruction, Two sessions regarding Pauline Gibbons ELL Teaching Strategies, The ELLs and the supportive environment, Universal Design for Learning, ELL Computer Academy for Parents and Guardians, Response to Intervention for Subgroups and Analyzing the Rigor and Relevance of Performance Tasks for ELLs.

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:

Rationale:

Based on the results of our school's pre-needs and post-needs assessments, our research indicates a correlation between student achievement and parents who participate in Parental Engagement Activities. This need assessment will be utilized to continue to understand this correlation as they continue to participate in activities during the Saturday Program.

Topics to be Covered:

In November of 2012, parents of English Language Learners were invited to enroll in a Saturday Program that provides classes in Beginner Level of ESL and Introduction to Computers and Keyboarding.

Learning in the classroom is theme-based and driven by the interests and needs of the students as expressed in their responses of interest surveys. The curriculum includes instruction through authentic literacy activities in the following:

pronunciation/speaking,

reading signs

writing forms

spelling/grammar

Part D: Parental Engagement Activities

history/culture

holidays /traditions

community resources

Also utilized for instruction are libraries that address content area topics, video technology and additional resources that support language acquisition.

Cookshop for Parents will be offered this year to instruct and promote healthy eating habits among family members.

Providers:

School faculty conduct presentations on the NYS high stakes assessments, which include NYSESLAT, ELA, MATH, and SCIENCE in which ELLs shall participate.

Parents are provided with all necessary instructional materials.

Bilingual personnel are available to assist parents at every workshop.

How Parents will be Notified of Their Activities:

Parents are invited to enroll in classes and/or attend presentations through invitations sent home in their native language and phone calls made by the Parent Coordinator. The Parent Coordinator also attends every Saturday class and serves as an advocate and intermediary for the interests of the parents.

Schedule and Duration:

The Title III Saturday Program sessions run from 9am to 12:00pm and consist of 22 sessions starting on November 17, 2012 and ending on May 18, 2013.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		