



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: 384
DBN (i.e. 01M001): 32K384
Principal: PHYLLIS RAULLI
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Superintendent: MS.LILLIAN DRUCK
Network Leader: DAISY CONCEPCION, CFN 412

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Lupe Alvarez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marilyn Cruz	Member/ Elected CSA	
Otniel Rosario	Member/ Elected UFT	
Raquel Del Rosario	Member/ Elected UFT	
Pedro Velazquez	Member/ Elected UFT	
Jennifer Colberg	Member/ Elected Parent	
Yudelka Taveras	Member/ Elected Parent	
Luci Cruz	Member/ Elected Parent	
Martha Bayona	Member/ Elected Parent	
Maria Luna	Member/ Elected Parent	
Penelope Hernandez	Member/ Elected Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

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 texts in Pearson's *ReadyGen* Program in grades K-5. Students in grades 6-8 will engage with texts in Scholastic's *CodeX Program*. By June, 2014, 51% of the students will demonstrate one level of growth in the following:

- 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 as demonstrated in the *Go Math* Program in grades K-5 and *Connected Math –CMP3 Math* in grades 6-8
- 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 Standards and assessments in *Pearson's ReadyGen* and *Scholastic's CodeX*.

Comprehensive Needs Assessment

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

- Analysis of *Reading Street*, the previous literacy program, shows gaps in instruction as aligned to Common Core Standards
- Analysis of *Everyday Math*, the previous mathematics program shows gaps in instruction as aligned to Common Core Standards
- Analysis of New York State Education Department data on L2RPT shows the following:
 - Results of 2013 NYS ELA Performance at Proficiency Level = 24.3% of the students school wide
 - Results of 2013 NYS Math Performance at Proficiency Level = 14.5% of the students school wide
- Student performance at Proficiency Level in ELA surpassed District performance
- Student performance at Proficiency Level in Mathematics was below District performance
- Analysis of 2012-13 *NYC Progress Report* shows a score of 31.0 out of 60 on Student Progress which translates into a Grade of B on a Progress Report score of B.
- Analysis of 2012-13 *NYC Progress Report* shows a score of 15.6 out of 25 on Student Performance which translates into a Grade of B
- The *School Progress* section of the *Progress Report* shows an *English Median Adjusted Growth Percentile* at 68.0. The *Median Adjusted Growth Percentile* of our Peer Schools has a range of 50.9 to 74.9 which places us in the top third of performance.
- The *School Progress* section of the *Progress Report* shows a *Mathematics Median Adjusted Growth Percentile* at 61.0. The *Median Adjusted Growth Percentile* of our Peer Schools has a range of 51.5 to 73.3 which places us below the Peer Group performance midpoint of 62.4
- The *School Performance* in English section of the *Progress Report* shows the percentage of students at Level 3 or 4 to be at 23.4%. The Peer Group range for *Student Performance* in English is 3.0% to 28.2%. This places us the highest quartile of performance in our Peer Group.
- The *School Performance* in Mathematics section of the *Progress Report* shows the percentage of students at Level 3 or 4 to be at 14.5%. The Peer Group range for *Student Performance* in Mathematics is 0.0% to 31.8%. This places us below the midpoint of performance in our Peer Group.
- The selection of growth in progress of student population classified as "lowest third" as the Local Measures of Growth for teacher evaluation, as stated in ADVANCE.
- School is *In Good Standing*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- The following strategies are implemented:
- Instructional Focus on the Common Core "Power Standards" in Reading –Standards 1-3
- Instructional Focus on the Common Core "Power Standards" in Writing-Standards1-2
- Implement *Ready/Gen* for ELA in grades K-5 and Scholastic's *CodeX* for ELA in grades 6-8
- There is a school wide Common Core Professional Collaborative Team composed of teachers at every grade level. At their bi-monthly meetings, they

disseminate information about the new instructional programs to every grade level and support their colleagues in the implementation of these initiatives.

- Teachers attend DOE sponsored PD sessions for these literacy programs
- Teachers participate in CFN sponsored PD literacy sessions, specifically those aligning Common Core to Danielson and those addressing coherent and rigorous instruction with *Access for All*
- Teachers receive support from CFN in implementation of *ReadyGen* and *CodeX*
- Implement Go Math in grades K-5 and Connected Math in grades 6-8
- Teachers attend DOE sponsored PD sessions on implementation of these math programs
- Teachers participate in CFN sponsored PD math sessions and receive ongoing support from CFN, specifically from Bridget Belletiere, CFN 412 Achievement Coach for Math
- Teachers receive updated information about www.engageny.org & www.achievethecore.org and the resources available for implementation of Common Core aligned instruction
- *Lunch and Learns* are held to support teachers and address questions regarding implementation of these programs
- ARIS was utilized to generate a list enumerating each student in the “lowest third” of each grade
- As provided in ARIS, *Item Analysis* of the 2013 NYS ELA and Math performance by students in the *lowest third* was evaluated and areas in need of support were prioritized.
- 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.
- Students who qualify as “lowest third” at each grade level participate in the after school program and were strategically grouped to ensure targeted instruction.
- Continue with the implementation of 8th grades Regents Courses in Environmental Science and Integrated Algebra which result in 8th graders taking the New York State Regents Assessments in Science and Mathematics. Passing these regents enable the students to enter high school with accumulated credits.
- New to this school, this year’s 8th grade students, whose work qualifies them, will take the New York State High School Foreign Language Assessment in Spanish.
- 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. Students selected for each team reflect the “lowest third” of the grade.
- Professional Collaborative Team meetings are utilized for analysis and evaluation of these students’ writing according to Common Core Standards.
- The primary grade level and middle school content area MOSL Performance Tasks for these students were graded and analyzed during these meetings, thus providing the opportunity for collaborative analysis and collegial planning.
- As the recipient of a Robin Hood Foundation grant, Pre K teachers are implementing *PreK Counts* which aims to provide our students with a solid math foundation through quality math instruction that begins in Pre School.
- The After school Program, which is homogeneously grouped, provides small group instruction through Common Core aligned texts and Common Core aligned reading and writing tasks.
- Students were strategically placed in Extended Day. They were grouped in descending order according to performance on the NYS ELA and Math Assessments.
- Students in the “lowest third” in each subject area were placed mostly in groups of 5 for targeted instruction.
- www.teentribune.com utilizes technology to provide access to information text as presented in daily news articles. The information is presented at various reading levels that can be strategically assigned to students enrolled in the program or accessed by students for the sole purpose of reading about relevant topics of interest.

B. Key personnel and other resources used to implement each strategy/activity

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 schedule and attend (as necessary)CFN workshops, *Lunch and Learns*
- .Administrators maintain schedules for meetings to occur during instructional day.
- Classroom teachers are implementing new literacy and math programs
- Middle School subject area teachers are aligning their instruction to the Common Core
- Pre K teachers meet with the support person from *Reading Counts* to participate in professional development as they implement the program

- Administrators schedule the after school programs and the students selected for each class to ensure targeted instruction
- Administrators and teachers utilize ARIS to generate the students whose 2013 NYS ELA and Math Assessment results place them in the “lowest third”
- The Dean of Students defuses situations where there is the potential for conflict that could impede learning.
- 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

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Literacy –Baseline (utilized *Reading Street*) and *Ready Gen*-module performance task
- *CodeX*- baseline in September and chapter performance task
- *Go Math*- baseline, chapter performance task, and chapter tests

D. Timeline for implementation and completion including start and end dates

- 10/13 administer the following:
 - K-2 ELA Initial MOSL Performance Tasks
 - Grade 3 ELA and Math Baselines
 - Middle School subject area Initial MOSL Performance Tasks
- 11/13 administer Math Baseline in grades 3-8
- 5/14 administer the following:
 - K-2 Final MOSL Performance Tasks
 - Middle School Subject Area Final MOSL Performance Tasks

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- ELL push-in and pull-out support
- SETSS push-in & pull-out support
- Increased purchase of technology to support classroom instruction
- AIS ELA support
- Scheduling of *Pre K Counts* support during teacher prep periods
- Peer tutoring

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).

- Distribute student handbook detailing academic and behavioral expectations and grading policy
- Schedule individual meeting with parent of every student who attained Level 1 or 2 on the 2013 New York State Common Core Assessments
- Parent Coordinator conducts parental workshops to address educational and social issues
- Parent workshops are ongoing to increase parental understanding of the Common Core Standards and their impact on the 2013 & 2014 New York State Assessments
- For the second year parents are participating in *Cook Shop for Families*, a series of 6 parent workshops, run by the Parent Coordinator and the Assistant Principal. The program 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
- Internet resources are made available to parents.
- All workshops and meetings are conducted in English and Spanish.
- During the SLT meetings information about the new literacy and math programs are presented
- The PTA holds meetings during which the instructional programs and assessment information are presented by administrators and guest speakers

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

MOSL Scoring Funds

Goal and Action Plan #2

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

Annual Goal #2

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

To strengthen teacher development in the common language and understanding of what quality teaching looks like through the implementation of the new *Teacher Evaluation and Development Systems*; Therefore, the Administrative Staff will utilize the rubric for *Danielson's Framework for Teaching* to conduct formal and informal classroom observations according to the contractually agreed upon DOMAINSs of the *Danielson Framework for Teaching*.

By June, 2014 52% of the teachers whose Midyear Conference shows a rating of *Developing* in one of the Danielson DOMAINS will demonstrate one level of growth on the HEDI Rubric for Danielson's Framework for Teaching.

Comprehensive Needs Assessment

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

- 2012-13 data entered from participation in the Talent Management Program
- The number of faculty members who are untenured
- Analysis of New York City Progress Report: Summary of Metric Values
 - Student Progress in ELA & Math, and
 - Percentage of subgroups at Proficiency Levels in ELA and Math

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- The following strategies are implemented:
- Principal set up schedule to clarify administrator supervision of faculty and timeline for observations and timely feedback for teachers
- Teachers in
 - grades Pre K -2 – Administrator- Ms. Cruz
 - grades 3-5 – Administrator – Ms. Zito
 - grades 6-8 – Administrator – Mr. Quinci
- Conduct Initial Planning Conference with individual teachers
 - to discuss each teacher's selection of evaluation option
 - to discuss teacher selected goals for professional growth during the current school year
- utilize the rubric for *Danielson's Framework for Teaching* to conduct classroom observations according to the following Domains:
 - DOMAIN 1 - Designing Coherent Instruction
 - DOMAIN 2 - Culture for Learning and Managing Student Behavior
 - DOMAIN 3 - Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction
 - DOMAIN 4 – Growing and Developing Professionally
- Ensure that by the end of the school year all DOMAINS are observed for every teacher
- Teachers are informed about the Danielson PD resources available on *ARIS Learn*.
- Teachers received copy of *Citywide Instructional Expectations*
- Teachers are provided with ADVANCE information and ADVANCE handbook via email to all staff
- Utilize resources on ADVANCE (Evaluator Forms 1 & 2, Artifact Form, and low inference transcription form) for conducting formal and informal teacher observations
- Set up schedule of Professional Development for teachers
 - schedule for out of building PD (such as workshops for ESL and Rtl, workshop, and Brian Green's workshops on the alignment of Danielson Framework to the Common Core State Standards

<ul style="list-style-type: none"> --schedule for in-house PD through <i>Lunch and Learns</i> and Election Day PD on <i>Multiple Entry Points</i> into curriculum • Maintain updated data on school portal of <i>ADVANCE</i> –teacher evaluation selection, MOSL (Measures of Students Learning for State and Local Measures) selections and MOTP (Measures of Teacher Performance) • Teachers participate in the <i>Learning Environment Survey</i> for which faculty participation remains at 100%
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
<ul style="list-style-type: none"> • Administrators support teachers by utilizing the Danielson Framework to conduct classroom observations according to their selection of Option 1 or 2 • Administrators provide timely feedback to teachers • Administrators utilize <i>ADVANCE</i> • Administrators are supported by CFN 412 Talent Management Coach, Ms. Tully. • Teachers participate in PD to ensure instructional alignment with the Common Core State Standards
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> • According to teacher selection of evaluation option 1 or 2 there will be feedback provided to teachers after either 3 or 6 informal observations • Teachers who selected evaluation option 1 will participate in a pre- and post -observation conference before and after their Formal Observation. These 3 meetings with an administrator provide 3 additional opportunities for instructional feedback • Evaluations according to Danielson Rubric are upload to <i>ADVANCE</i> as they are completed
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
<ul style="list-style-type: none"> • September- October, 2013–Initial Planning Conference and face-to-face conference • November, 2013 – June, 2014-Implementation of teacher observations according to Danielson Rubric and follow-up conferences
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Coordinate administrator schedule of observations to ensure that there is always an administrator available to support teachers in the classroom and parents in the main office, as the need arises. • Purchase of laptop computers to streamline the observation process. Administrators are able to complete the observation forms and enter the HEDI ratings directly on the computer, thereby enabling the administrators to work with greater efficiency.

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).
<ul style="list-style-type: none"> • Explanation of the Accountability System as exemplified in the <i>ADVANCE</i> portal was provided at the SLT Meetings and PTA meetings, with Spanish translation provided • The Parent Coordinator serves as a resource who explains <i>ADVANCE</i> to parents.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III	x	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the level of student performance on the New York State English Language Arts Assessment
By June, 2014 there will be a 1% increase in the number of students in grades 3-8 who demonstrate growth in scale score performance on the New York State English Language Arts Assessment, thereby maintaining this school’s favorable comparison to our Peer Group on the New York City Progress Report.

Comprehensive Needs Assessment

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

The identified need that generated this goal is as follows:

- Analysis of ELA data from the New York State Education Department and L2RPT shows the following performance:

	Level 1	level 2	level 3	level 4
○ Grade 3	33.3%	41.7%	21.7%	3.3%
○ Grade 4	23%	44.6%	24.3%	8.1%
○ Grade 5	51.4 %	32.9%	12.9%	2.9%
○ Grade 6	29.7%	45.9%	13.5%	10.8%
○ Grade 7	40.4 %	32.7%	19.2%	7.7%
○ Grade 8	42.1 %	38.6%	19.3%	0%

- Performance at Proficiency Level in each grade was higher than the District average.
- *The English School Performance* section of the *Progress Report* shows the percentage of students at Level 3 or 4 to be at 23.4%. The Peer Group range for *Student Performance* in English is 3.0% to 28.2%. This places us the highest quartile of performance in our Peer Group.
- The School Progress as reflected in the subgroup performance section of the Progress Report shows the *Median Adjusted Growth Percentile for School's Lowest Third* is 77.0. The Peer Group range for Adjusted Growth Percentile for School's Lowest Third is 65.9 to 88.7. This places us at .3 below the midpoint of the Peer Group which is 77.3.
- The *ELA Early Grade Progress* section of the *Progress Report* shows our school with a score of 2.19. The *Peer Group* range for *Early Grade Progress* in 0.41 to 2.85. This places us in the top half of the Peer Group

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

- The following strategies are implemented:
- *ReadyGen and Scholastic's CodeX* have been implemented to ensure instruction according to Common Core State Standards and provide transparency in literacy instruction across the elementary grades of K-5 and the middle school grades of 6-8.
- *Ready Gen and CodeX* ensure instruction in *Close Reading*.
- Every student in grades 3-8 participates in *Extended Day* for which they are grouped homogeneously according to performance on the NYS ELA (or Math if the need is greater in that subject area.)
- Several students have been selected to participate in a Manhattan based program that prepares them for the Specialized High School Admission Exam. There is Parent Outreach to encourage participation.
- To support the subgroup population,
 - the Special Education students are mainstreamed, as per their IEP
 - there are three ICT classes in the school to promote assimilation and instructional rigor for all students
 - an additional 12:1:1 special education class was created to ensure compliance in meeting the needs of all learners
 - Foundations* is implemented in grades K-2
 - Wilson Reading* is implemented in grades 2, 3, & 4

- There is a professional collaborative team composed solely of special education teachers.
- There is a professional collaborative team composed solely of ELL teachers
- For the third consecutive year the resources in ARIS have been utilized to create data spreadsheets for each grade level to document every student's status (ELL, IEP, SETSS, ICT etc.), absences, progress on state assessments, and intervention services received.
- During the CEC Meeting for November, 2013 three students were acknowledged for outstanding *Academic Achievement, Community Service, and Most Improved*. They received certificates and had their photographs taken.
- teachers require that homework and tests be signed by the parent
- teachers require students to maintain a reading log that is signed by the parent
- several teachers maintain a website to support students in their access to classroom assignments, curriculum, and literacy support
- There is an Afterschool Program on Tuesday, Wednesday, and Thursday. Students from grades 2-8 participate and are strategically and homogeneously grouped for each class. ELLs are invited and participate. They are homogeneously grouped according to LAT Levels.
 - -- Special Education students are invited and participate, as busing allows
- Plans are underway for the second grade to participate in a *Green Initiative*. This concrete experience in recycling and maintaining a green garden necessitates the reading of informational text and can serve as a source of authentic writing. This addresses instructional needs of ELLs and Special Education students.
- Elementary grade teachers have received training in *Move to Improve*, and there is on-going professional development for this initiative. This program will be implemented in the classroom and addresses the learning styles of ELLs and Special Education students, for whom TPR is a successful instructional strategy.
- www.readworks.org is utilized in grades 2-8 to support the implementation of Close Reading
- *Time for Kids* is used across the grades during scheduled Library periods. This magazine provides Common Core aligned grade appropriate informational reading materials, questions that address *Depth of Knowledge* and instructional activities that utilize UDL. ELLs and Special Education students participate in Library.
- www.teentribune.com is utilized during Extended Day. This website enables the students to utilize technology to access grade level informational text in school and at home. They are then able to utilize the computer to compose a short response that is evaluated by the teacher. ELLs and Special Education students are part of the *Extended Day* classes that utilize this site.
- There have been increases in the use of technology to support instruction, as exemplified in the distribution of additional projectors and ELMOs to the primary grades. These are especially important to the special education and ELL populations.
- Every student in
 - Grades K-2 participated in the MOSL Preliminary ELA Assessment.
 - Grade 3 participated in the ELA and Math Baseline Assessments.
 - Grades 6, 7, & 8 participated in the MOSL Preliminary Social Studies Assessment
 - Grades 6 & 7 participated in the MOSL Preliminary Science Assessment.
 The written responses were graded and analyzed according to the assessment rubric. Professional Collaborative Team meetings were utilized to analyze these written responses. These responses are the data that will drive the goals and instruction in many grade level collaborative teams.
- The grade level 2013 NYS ELA Item Analysis available in ARIS has been downloaded and analyzed. The classroom teachers will prioritize the areas of instructional need as they use this data to drive instruction.
- Programming is underway to schedule an extended individual conference with the parent of every student whose 2013 NYS ELA score is level 1 or level 2. In addition to discussing "at home" strategies for maximizing learning, every parent will receive an instructional packet addressing the instructional needs of the student.
- *Cookshop for Kids* is ongoing for the third consecutive year. Currently, the program is implemented in grades K-3 and grade 5. The program involves children in regular ed, special ed, and the ELL population in tactile activities in conjunction with reading informational *text*. The reading and writing in this program support the implementation of the Common Core Standards.
- Students in grades Pre-K – 3 participate in Jumpstart's *Read for the Record* on October 5th, 2013. Books were purchased, and pictures were taken of this multi-grade literacy celebration
- Students in grades K-2 participate in *Dr. Seuss Day* in March, 2014
- On Friday afternoon the afterschool *CHAMPS* Program engages students and provides background information as they come to understand the rules and technicalities of each sport. The fall program includes a girls' initiative in volleyball. The program will continue with boys' basketball.
- Friday afternoon the afterschool guitar instruction program provides students with background knowledge and academic buy-in

- Plans are underway to initiate a dance program during the Friday after school program
- There is a Friday Period 7 & 8 Middle School Initiative to promote the development of healthy relationships. Full participation in this program requires students to utilize ELA skills of analytical reading and expression of opinion supported by facts presented in the reading materials
- There is continuation of the *Project Wisdom Program*, wherein the Principal presents a daily three minute address to student body. During this address presented on the PA system, 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.*”
- This year, this character development program has been expanded to include the recitation of a daily pledge that exemplifies the qualities of good citizenship. This pledge is posted in the classrooms.
- Assemblies will be scheduled upon the completion of renovations of the Auditorium. The new Auditorium will be “state of the art.”

• **Key personnel and other resources used to implement each strategy/activity**

- Classroom teachers at every grade level to implement literacy program and participate in grade level Professional Collaborative Teams
- Primary grade classroom teachers to implement *Foundations*
- AIS Teacher to implement Wilson Reading Program and support *Foundations*
- Classroom teachers to implement *Cookshop*, *Read for the Record*, and *Dr. Seuss Day*
- Resources available on *ARIS* are utilized to support the Extended Conference conducted with the parent of every level 1 or level 2 student

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Literacy programs have chapter tests to monitor progress
- AIS programs have daily formative assessment to monitor progress
- *Foundations* has weekly written assessments
- *Wilson* has formative written assessment in each lesson and a cumulative written assessment at the completion of each step
- *MOSL* Pre & Post Assessment Performance Tasks in grades K-2
- New York State English Language Arts Assessment

• **Timeline for implementation and completion including start and end dates**

- Implementation of After school program—October, 2013 – April, 2014
- *Cookshop*—November, 2013 – May, 2014
- *Wilson Reading* ---November, 2013 – June, 2014
- *ReadyGen*—November, 2013 – June, 2014
- *CodeX*—November, 2013 – June, 2014
- *MOVE TO IMPROVE* – October, 2013 – June, 2014
- *MOSL* Performance Tasks –October, 2013 & May, 2014
- NYS ELA –April, 2014

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Scheduling of Extended Day to provide time for professional collaborative teams to meet
- Scheduling of Academic Intervention periods to ensure no conflict with classroom ELA and Math instruction
- Scheduling of Common Preps to ensure time for Common Planning across grades
- *Project Wisdom*—September, 2013 – June, 2014

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).

- 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 continuation of *Cookshop for Parents* empowers parents and enables them to participate in their children’s academic life. Through this program, they come to experience the program as their children do. This supports conversation at home and promotes healthy eating and language development. This is especially important for ELL and Special Education students

- The Parent Coordinator has instructional materials in her office to explain the educational program
- The Parent Coordinator and teachers collaborate to conduct parent workshops to explain the newly implemented ELA and Mathematics programs and the ongoing instructional shifts reflected in the NYS Assessments as a result of the adoption of the Common Core Standards.
- Upon the completion of the renovation of the Auditorium, assemblies will be planned to showcase student accomplishments and conduct presentation of outside programs. Parents will be afforded the opportunity to attend such presentations and celebrated their children’s accomplishments.
- 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 Attendance Teacher and the Attendance Aide provide outreach to families to follow-up on student absences to ensure that absences are documented
- The Parent Coordinator contacts parents personally before any workshop to ensure attendance
- The school partners with local organizations to address issues that result from material need as exemplified by the following:
 - partner with a local religious organizations for school bags and supplies, groceries, holiday gift baskets
 - partner with community organization TWION (*The World Is One Neighborhood*) to obtain winter coats for students and presents for their parents

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
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 2014 there will be a 1% increase in the number of ELL students in grades 3-8 who demonstrate growth in scale score performance on the New York State English Language Arts Assessment, thereby maintaining this school’s favorable comparison to our Peer Group on the New York City Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> • Analysis of NYSESLAT scores shows the following • K02 – 12 exceeded expectations on AMAO (Annual Measurable Achievement Objectives). Thus, these 12 students skipped a proficiency level or scored at the <i>Intermediate level</i> or higher as a first time test taker • 102 – 5 exceeded expectations • 202 – 6 exceeded expectations • 302 – none exceeded expectations but out of seven ELLs, 1 passed the NYSESLAT • 402- 1 exceeded expectations and 7 passed the NYSESLAT • 502 – 2 exceeded expectations and 4 passed the NYSESLAT • 602 – 1 exceeded expectations and 2 passed the NYSESLAT • 702 – None exceeded expectations but 1 passed the NYSESLAT • It is rare to have many students exceed expectations. • Among students who didn’t pass nor exceed expectations, the majority did meet expectations in their proficiency level. • Analysis of <i>New York City Progress Report –Closing the Achievement Gap-</i>:

<i>English</i>	<i>Percent at 75th Growth Percentile or Higher</i>	<i>Points Earned</i>
English Language Learners	44.0%	0.30
<i>Mathematics</i>		
English Language Learners	29.7%	0.23
English Language Learner Progress	58.3% of the 132 ELLs	0.35

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

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
- Two ESL teachers provide *push-in* classroom support.
- A grant was obtained for *Open Book*, a technology based program that provides targeted instruction for *Beginner* ELLs
- Two teachers continue in their efforts to obtain ESL certification. One of these has recently completed and passed the New York State Certification Exam for the Bilingual Extension on her Common Branch License.
- Pearson's *ReadyGen* 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 past PD sessions, such as those recently provided by Brian Green, OELL, and, in previous years, by Rosa Delgado.
- Special consideration was given to ELLs in the placement for *Extended Day* where the *Beginner ELLs* were homogeneously grouped. ELLs at different proficiency levels were grouped according to area of greatest need: ELA or Math. Then, scale score performance was utilized for placement in subject area.
- Special consideration was given to ELLs in the placement for *Afterschool* where they were homogeneously grouped
- ELL students are in the *Wilson Reading* groups
- *Fast ForWord*, a computer based literacy program is utilized in the ELL Kindergarten
- Plans are underway for primary grade ELLs participate in the *Green Initiative* for Recycling and working outdoors in the green areas of the school property
- Elementary grade ELLs participate in *Move to Improve*
- ELL students are represented on all Professional Collaborative Inquiry Teams
- There is an additional Professional Collaborative Team for ESL teachers.
- ELL students participate in the Pencil Program. Our Pencil Partner is a young woman from www.wix.com who is working with a group of 7th and 8th graders to create a school website. She also plans to schedule a student visit to her Manhattan office. In this role she is mentoring the students in various career possibilities. Among the students participating are *Transitioning ELLs*.
- The school library contains a selection of Spanish Language books for ELLs.
- The school library sponsors two Scholastic Book Fairs, in fall and spring 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.
- The school has also purchased dictionaries to accommodate the tiny fractional number of students coming from non-Spanish ESL backgrounds.
- The ELLs participate in all extracurricular activities.
- Plans are underway to continue the Peer Tutoring Program for middle school ELLs where *Transitioning ELLs* and *Beginner ELLs* meet several times a week in a separate meeting area. The *Transitioning ELLs* serve as role models to the *Beginners* and support them in language acquisition and comprehension of content area material .

- 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
- Data spreadsheets have been created at each grade level detailing the academic information of every student on the grade. The ELLs at each grade level are highlighted as are their assessment scores and their participation in any support program.
- Friday afternoon parent ESL classes are set to begin in January
- A Friday afternoon 7th and 8th period initiative was introduced in November. This initiative comes from the *Mayor’s Office to Combat Domestic Violence –Healthy Relationship Training Academy*. During this final period of the school day, 6th, 7th, and 8th graders will be engaged in programs that support their social and emotional development. Personal success in these areas of students’ lives results in their academic growth. The facilitators for the initial program presented and then conducted a Question and Response session followed by discussion about “*What does a bad relationship look like?*”

• Key personnel and other resources used to implement each strategy/activity

- Administrators supervise After School 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 on www.teentribune.com and www.readworks.org as well as Close Reading strategies in www.engageny.org and *ReadyGen* to develop background knowledge and provide multiple points of access to the curriculum.
- Primary grade ELLs also utilized internet based programs such as www.sillybooks.net and www.starfall.com
- SETSS Teacher and IEP Teacher support classroom instruction for ELLs receiving Special Education support services. Among their tools are the *Go Math* Intervention materials.
- 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
- Technology Teachers implement technology based programs.
- The Dean of Students defuses situations where there is the potential for conflict

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Module assessments in literacy programs—administration, approximately, every 6 weeks
- Unit test in mathematics program—approximate monthly administration
- Unit Test in Social Studies and Science
- Analysis of student written work in grade level professional collaborative teams
- MOSL subject area pre and post assessment performance tasks administered in student’s first language
- NYC Baseline Assessments
- NYSESLAT Predictive
- NYSITLL (NYSESLAT)
- NYS Science Assessments
- NYS Regents Exams in Science and Math
- NYS Language Exam

• Timeline for implementation and completion including start and end dates

- Core program assessments –September, 2013-June 2014
- Professional Collaborative Team assessments—October, February, May, 2014
- New York State Assessments –ELA –April 1-3; Math- April 30-May 1, 2014

- NYSITLL (NYSESLAT)-April –May, 2014
- NYS Science Assessments-May-June 2014
- NYS Regents and Language Exam-June, 2014
- MOSL Pre Assessment –October, 2013
- MOSL Post Assessment – May, 2014

Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Scheduling of Extended Day period for Professional Collaborative Teams to meet
- Scheduling of separate period for meeting of ESL Teacher Professional Collaborative Team
- Scheduling of ELLs in Afterschool
- Scheduling of Afterschool practice for regents exams
- Scheduling of Extended Day and adjusting as needed for new students and in response to emerging data
- Scheduling of Pencil Partner to meet with students monthly on Friday during period 3

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 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 99.9% of this school; Chinese and Urdu for approximately 5 students).
- 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 sponsored workshops are conducted in English and Spanish
- PTA Meetings provide for Spanish translation

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

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

By June, 2014 the engagement of parents as active partners in the school community will increase as evidenced by parent participation in the school survey. The focus will be on increasing the academic support link of the home-school connection as evidenced by attendance at parent workshops. Therefore, the level of performance on the parent component of the School Environment section of the Progress Report will remain at an A.

Comprehensive Needs Assessment

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

- Analysis of 2012-13 *School Survey Report* shows the following parent responses:

Score out of 10

Academic Expectations 7.8

Communication	8.1
Engagement	7.6
Safety and Respect	8.1

These results are higher than the Citywide Average for all Elementary/Middle Schools and factored into our obtaining a score of 11.7 on the School Environment section of the Progress Report. This translates into a grade of A for *School Environment*.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

- 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 participates 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.
- Programming is underway to schedule an individual conference with the parent of every student whose 2013 NYS ELA score is level 1 or level 2. In addition to discussing "at home" strategies for maximizing learning, every parent will receive an instructional packet addressing the instructional needs of the student.
- The ELA and Mathematics Programs provide opportunities for parent notification to ensure that parents are always current in their knowledge of their children's academic materials
- The *Cookshop Program* for both students and parents has been continued into this school year. The parents engage in "hands on" learning that demonstrates healthy food as an affordable, easy to prepare, and tasty alternative to fast food.
- The Parent Coordinator serves as a liaison between parents and community based secular and religious organizations, thereby helping financially strapped families to obtain much needed material support such as school backpacks and food.
- TWION (*The World Is One Neighborhood*) partners donates new winter coats to our students
- The Community Associate contacts Toys for Tots to ensure that every elementary school student receives a brand new toy
- A school newsletter is written periodically and distributed to families to keep them informed about school happenings
- A student/parent handbook has been created and distributed to ensure transparency and clarity about school regulations
- Data and information pertaining to the school community are first presented at the meeting of the School Leadership Team
- After working with the SLT and the parent community, a school uniform policy was established in June, 2013 and has been implemented this school year.
- The Principal maintains an Open Door Policy for parents.
- The Parent Coordinator works with teachers to present workshops to clarify the New York State Assessments for parents and provide them with materials and strategies to support their children's learning.
- The Parent/Coordinator serves as an important link between home and school
 - contacts parents personally before any workshop to ensure attendance
 - runs programs to help parents find support to deal with issues that impact child rearing and family health & immigration
 - in many instances, serves as the "front line" contact for a parent with a question
 - works in conjunction with PTA
 - active participant in parent workshops
- The following are some of this year's Parent Workshops to be presented by the Parent Coordinator:
 - ELLs—POV (Parent Orientation Video)
 - *Cookshop for Parents* –starting in December or January
 - New York City Psychotherapy Group
 - Immigration issues
 - Pre-K Social Worker presents to parents about the ingredients for a successful school career

- CAMBA presents on tenant rights and quality of life in this neighborhood
- Common Core State Standards workshop for parents to understand the nature of the standards, the implications for instruction, and strategies to be implemented at home to reinforce school learning
- Mayor’s Computer Dos and Don’ts for Families—appropriate websites for children
 - website links dealing with family relationships
- NYC Mayor’s Office to Combat Domestic Violence-Healthy Relationship Training Academy—This programs supports parents and their changing relationship with their “coming of age” children and empowers a parent discussion with his/her child about the distinguishing characteristics of *healthy relationships and abusive relationships*
- The Parent Coordinator ensures alignment of services involving CBOs, neighborhood faith-based organizations, and NYC Administration for Children’s Services.
- Priority is given to parents of students in Temporary Housing for any support service.
- There is an end of year celebration for students with a record of perfect attendance. Parents participate with their children in this celebration.

• **Key personnel and other resources used to implement each strategy/activity**

- Parent Coordinator organizes the workshops, acts as liaison with neighborhood organizations, and maintains an open line of communication with the parents
- PS/IS 384’s Community Associate coordinates the *Toys for Tots*
- The AIS Teacher maintains communication with TWION to obtain winter coats for students.
- Classroom teachers help present workshops as needed.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Agendas and sign-in sheets reflect attendance at parent workshops presented by Parent Coordinator and teachers
- Agendas and sign-in sheets reflect attendance at *Cookshop* for Parents
- Agendas, sign-in sheets, and minutes reflect the work of the SLT
- Record of food and supplies distributed reflect the effectiveness of partnering with various community and faith based organizations
- Record of lists suitable children for the *Toys for Tots* Program and the *TWION* coat distribution reflect their effectiveness

• **Timeline for implementation and completion including start and end dates**

- Parent workshops monthly from October, 2013-May, 2014
- *Cookshop* for Parents starting in December, 2013 – June, 2014
- High school workshops –October, 2013
- SLT monthly from September,2013-June, 2014
- Toys for Tots –November-December, 2013
- TWION (for winter coats) – November-December, 2013

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 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 CBOs, neighborhood faith-based organizations, NYC Administration for Children’s Services.
- Our children and their families depend on these programs for material support.
- Priority is given to parents of students in Temporary Housing for any support service.

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 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 above listed 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 in 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 receive in-house as well as outside support services from the Guidance counselors, School Based Support Team 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 .
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • English Language Arts Common Core by Peoples Publishing • English Language Arts New York Ready Instruction by Curriculum Associates • www.teentribune.com • Wilson Reading • New York Content Reading Common Core State • Standards by Continental Press • Vocabulary Drills-Introductory – Advanced Levels by Dr. Fry-Jamestown Reading Improvement • Close Reading • Readers Theatre • Books on CD • Visualization • Graphic Organizers • Sentence Stems • Conversation Bubbles 	Small tGroup	<ul style="list-style-type: none"> • During the school day • T,W,TH,After School Program • Friday Afteschool program
Mathematics	<ul style="list-style-type: none"> • Peoples Publishing books • Coach books 	Small Group	<ul style="list-style-type: none"> • During the school day • After School Program
Science	<ul style="list-style-type: none"> • www.readworks.org 	Small Group	<ul style="list-style-type: none"> • During the school day • After School Program
Social Studies	<ul style="list-style-type: none"> • www.teentribune.com • Eastern Hemisphere Interactive Reader and Study Guide by Holt McDougal • Eastern Hemisphere Power Presentations with Video DVD-ROM by Holt McDougal • Thinking about Content Reading by Dr. Kylene Beers –Holt McDougal 	Small Group	<ul style="list-style-type: none"> • During the school day • After School Program

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

- 1) Social Worker ERSSA - students
- 2) Guidance Counselor for Special Education –
 - 35 mandated students and - approximately
 - 46 crisis intervention students
- 3) Guidance Counselor for Regular Education –
 - high school application process and
 - On-line Occurrence Reports
- 4) Nurse-Open Airways Services for students in grades 3-5

- Small – Group
- One to-One
- Class Presentations

- Large Group
- Small Group
- One-to-One

- Small Group: Class size is approximately 10 students for 3 cycles. Each cycle is 6 classes.

During the school day

During the school day

During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
• X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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 has also been recruitment of teachers from the ATR pool in instances where frequent observation of the teacher has shown him/her to be highly competent. • 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 two teachers working to satisfy the requirements for designation as Highly Qualified in ESL. One teacher satisfied the requirements for a Bilingual Extension. • All teachers are strongly encouraged to avail themselves of the online pedagogical resources such as www.teachability.com, ARIS Learn, www.engageny.org, www.achievethecore.org.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Administrators utilize grade level meetings with teachers under their supervision to determine teacher selected area of professional development • Teachers are emailed the schedule of Core Curriculum PD for <i>ReadyGen</i>, <i>CodeX</i>, <i>Go Math</i>, and <i>CMP3 Math</i>. Various representatives on each grade level are scheduled for the PD sessions • <i>Lunch and Learns</i> are scheduled to afford teachers the opportunity to “keep current” • The scheduling of Common Preps enables teachers to participate in CFN PD presented “in-house” • Teachers at each grade level are sent to CFN PDs after which there is turn-key during grade conferences. Selection for attendance at these meetings depends on coordinating the PD presented with individual teacher 's strength or weakness

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • The following services are planned for the STH population:

- The Attendance Committee closely monitors attendance and lateness
- The Parent Coordinator engages in parent reach-out.
- The Parent Coordinator conducts workshops during which representatives from various NYC departments inform parents about available programs for housing, health care, and job training support
- The Parent Coordinator conducts workshops to inform parents about utilizing computers, accessing ARIS email, and maintaining contact with the school.
- The Parent Coordinator partners with CBO and faith based organizations to provide material support to these children and their families
- The Parent Coordinator and the AIS Teacher work in conjunction with the Manhattan based TWION to secure winter coats for these children
- ATR was hired to ensure the availability of additional guidance support in the form of one-on-one sessions, if needed.
- The SAT monitors these “at risk” students. Guidance and SAT provide on-going counseling to those “at risk” students.
- These students participate fully in all supplementary programs that are classroom based.
- They participate fully in all extra curricular activities such as sports, music, technology, and preparation for the New York State Assessments.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- There is a Universal Pre K program in-house
- Children are offered a seat in the Pre K Program after parents complete an on-line application
- Pre K teachers work under their Early Childhood License and have already taught in Kindergarten or Grade 1. Therefore, they understand the elementary school curriculum
- Pre K teachers and their students participate in *Cookshop* which spirals into Kindergarten, Grades 1, 2, 3, and Grade 5
- Pre K students participate in Prep Period Specials such as Art, Music, and Library. This is a step toward integration with the entire school community
- The Pre K teachers confer with the Kindergarten teachers to ensure transparency and vertical alignment of curriculum
- Teachers in Pre K, K, 1, and 2 work together during the Professional Collaborative Team meetings and during in-house school PD sessions
- During the June half days, teachers in Pre K and K confer as the records are passed up
- This year they have received a Robin Hood Foundation Grant to participate in *Pre K Counts*. This program aims to build a foundation for the development and understanding of math concepts so the students can carry this into elementary school
- In June Pre K students are supported in their transition to Kindergarten as follows:
 - Their teacher takes them on a walk throughout the school
 - They is an initial introduction to the cafeteria as the place for breakfast and lunch
 - They visit the Kindergarten classrooms
 - On one of the final days in June, they follow the Kindergarten schedule for the entire school day which means they experience an entire school day without naps or center time play.
 - There are on-going parent workshops to prepare them for their child’s transition to Kindergarten and the implications of that transition.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- A committee of 5 teachers and 3 administrators has collaborated on the implementation of ADVANCE during the current school year.
- Members of this committee attended the summer workshop outlining ADVANCE
- They then met during September to discuss and select the state and local MOSL, as appropriate for the school, specific grades, and specific subject areas
- The Professional Collaborative Teams serve as another venue for teachers to analyze student assessments, select instructional targets, and formative assessments to measure growth.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- ***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;
- providing a Parent Handbook in both English and Spanish
- 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

- follow *Project Wisdom*'s guiding words in deciding to make it a good day because the choice is mine
-

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 384
School Name PS/IS 384 The Francis E Carter School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms Phyllis Raulli	Assistant Principal Ms Janine Zito
Coach	Coach
ESL Teacher Jennifer Pierce-Chornomor	Guidance Counselor Susan Spaventa
Teacher/Subject Area Rosemarie Casaccio/Reading	Parent Stacey Malave
Teacher/Subject Area Sindy Gilbert/ESL	Parent Coordinator Grace Baez
Related Service Provider Mayra Santos	Other Marilyn Cruz/Asst Principal
Network Leader(Only if working with the LAP team)	Other Victor Victoria/Common Branch

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	696	Total number of ELLs	156	ELLs as share of total student population (%)	22.41%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	1			2		2	2	2					11
self-contained			1	1		1								3
Total	2	1	1	1	2	1	2	2	2	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	113	ELL Students with Disabilities	33
SIFE	9	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	9

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	113	4	13	34	2	15	9	2	5	156
Total	113	4	13	34	2	15	9	2	5	156

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	21	25	20	11	17	18	16	6					150
Chinese	1	1		1	1									4
Russian														0
Bengali														0
Urdu														0
Arabic	1					1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	22	25	21	12	18	18	16	6	0	0	0	0	156

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	14	7	6	6	3	3	10	6	0					55

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	9	11	1	2	4	1	2	5					35
Advanced (A)	4	6	8	14	7	11	7	8	1					66
Total	18	22	25	21	12	18	18	16	6	0	0	0	0	156

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	0	0	9
4	12	5	0	0	17
5	12	1	0	0	13
6	6	1	0	0	7
7	4	0	0	0	4
8	2	1	0	0	3
NYSAA Bilingual (SWD)	8	1	0	0	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	2	0	0	0	0	0	11
4	14	0	5	0	0	0	0	0	19
5	11	5	2	0	0	0	0	0	18
6	8	0	1	0	0	0	0	0	9
7	5	0	0	0	0	0	0	0	5
8	2	1	0	0	0	0	0	0	3
NYSAA Bilingual (SWD)	8	0	1	0	0	0	0	0	9

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 (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS/IS 384 uses LAB-R in grades K-8, ECLAS-2 in grades K-3, NYSESLAT in grades K-8, Measures of Student Learning 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. All assessments discussed in the RTI section are also utilized. 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 2013-2014 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

Additionally, many LEP students have been identified by grade teacher Inquiry Teams and goals have been set to help meet their writing needs.

PS/IS 384 utilizes the Annual Measurable Achievements Objectives to determine the English language acquisition of our English Language Learners and to plan for future grouping accordingly, and to identify students who may be stuck at any particular proficiency level. Currently, our school has proudly made all three of its AMAO's and is projected to continue to do so until the

2015-2016 school year. Interestingly, many students also made progress their first year testing, (AMAO I), having scored at the intermediate level as first time test takers. This was particularly true in the Kindergarten, First and Second Grade levels. Somewhat predictably, the data shows a normal progression of students through the NYSESLAT levels from beginner to intermediate, then intermediate to advanced and then proficient. Generally most ELLs with IEPs remain at an intermediate or advanced level throughout the years.

4. For each program, answer the following:
 - a. 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?

PS/IS 384 has an ESL program only at this time.

A.

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. Also, as mentioned above, we discovered a larger number of students either attaining proficiency, or demonstrating growth as first time test takers in grades K-2. 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.

B.

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 two students who did take the Math test in her native language were newcomers who arrived in the 2012-2013 school year.

C.

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, appropriate translating dictionaries are provided for each student.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

At the beginning of the year, all students in grades K-8 are screened using a baseline writing assessment that is scored according to the Six Traits of Writing Rubric that has been aligned to the Common Core State Standards. Targeted writing goals are then set, and measurement of attainment of these goals is monitored approximately every two months. Writing is also assessed and evaluated for the Common Core Performance Tasks. This is done at the beginning, middle and end of the task.

In grades K-3 relevant assessment data for ELLs is acquired by the ReadyGen Baseline Assessment and ongoing unit benchmark assessments, Wilson Screening (grades 2-4), Foundations in grades K-2 and Running Records for all grades.

The results of these assessments are utilized to determine the appropriate Response to Intervention Planning tier for each student. In order to effectively assess the needs of English Language Learners, these assessment batteries include measures of code-based skills, such as phonological processing and phonics skills, in addition to meaning-based skills such as listening comprehension, vocabulary knowledge, and conceptual knowledge.

Additionally, progress is monitored by informal assessments for each modality; speaking, listening, reading and writing in the ESL classroom. Teachers are mindful of the need to analyze data through a language acquisition lens. That is, they must differentiate between what may or may not be difficult for a child because it is not familiar in their home language during various

curriculum-based measures, classroom observations and performance-based assessments.

6. How do you make sure that a child's second language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 and Math Assessments
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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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.

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.

Within twenty days of registration, the parent is 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

After concluding the English LAB-R, each student receives either an entitlement letter or a non-entitlement letter, based on the results of the examination. Students who are English Language Learners are provided the entitlement letter. The entitlement letter invites the parent to attend the Parent Orientation meeting mentioned above. It is at this meeting that the informational video is viewed by parents in their home language. At the conclusion of this viewing, the Parent Survey and Program Selection form is provided to the parent. This procedure ensures that all parents have an opportunity to become informed and ask questions about the options available to their children. It also mitigates the possibility that Parent Surveys and Program Selection Forms are missing.

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.

To ensure the parents' preferred language is accommodated, our designated Language Access Coordinator collects blue cards from students and enters the information into ATS. Also, since so many of our students have Spanish-speaking parents, all of the school correspondence is sent in both English and Spanish.

The parent is 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.

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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Ms. Pierce-Chornomor maintains a detailed and updated ELL Participating List to ensure all ELLs, including current school ELLs, new admits and transferring ELL students are administered all four modalities of the NYSESLAT exam. She and Mr. Victoria administer the Speaking portion individually to all current ELLs.

On the first available week of the Listening, Reading and Writing exams, teachers with a high occurrence of ELL students in their classrooms will pre-interclass their non-ELL students to neighboring classrooms during the testing period and administer the NYSESLAT to their own ELL students. Individual makeups are administered by Ms. Pierce-Chornomor and Mr. Victoria. As the NYSESLAT is untimed, teachers are encouraged to begin each test in the first period, to ensure all ELLs have the opportunity to complete the exam before their lunch.

For the Listening exam, CD players are provided in advance in the event a teacher does not have one.

Students with IEPs' testing conditions all comply with their testing recommendations.

Testing materials are kept in a locked, secure location and teachers are provided the instructions in advance, as per NYSESLAT instructions and all testing memorandas.

6. 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.) 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. [i](#)

Currently, the program model at PS/IS 384 is English as a Second Language. This is aligned with the trend in the Parent Program Choice, based on analysis of parent survey and selection forms. Analysis of the previous two school year's data confirms this: In 2012-2013 school year Parents Choice indicates 121 parents (out of 156 surveyed) selected the ESL instructional program; 15 parents selected a Dual Language Program, and 20 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 2013-2014 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

2012-2013 School Year

Grade	ESL	DL	TBE
K	15	1	2
1st	23	1	5
2nd	22	5	7
3rd	10	1	1
4th	14	3	3
5th	17	1	4
6th	12	3	1
7th	9	0	3
8th	4	1	0
Totals	126	16	26

2013-2014 School Year

Grade	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
8th	4	1	0
Totals	121	15	20

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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.

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)?

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 week's content areas 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 (Go Math Math Program) and Literacy (Ready Gen, once ready and 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 K-5 and Scholastic Code X, 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
 - "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

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

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to all RTI assessments and teacher progress monitoring, we elect to utilize the NYSESLAT predictive examination.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. Beginning 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. 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.

Plan for Transitioning ELLs in the two-year Monitoring phase

These students generally remain among their peers of Current, Transitioning and Former ELL students in order to continue to receive mutual support. This is especially true when the current and former ELLs share a common first language with the Transitioning ELL. After careful consideration, exceptions are made when it is determined that a Transitioning ELL would benefit from being placed in a class of monolingual students.

Additionally, these students continue to be invited to participate in all Title III programs and activities .

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All required ELLs with IEPs' curriculum and instruction correspond to the ELL's age, language, English proficiency and grade level.

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.

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school’s comprehensive core curriculums in Mathematics (Go Math Program), Literacy (Ready Gen or Reading Street by Scott-Foresman in grades K-5 and Scholastic Code X 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, as with all general populations ELLs, all ELLs with IEPs 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. Native Language support during these Intervention Programs is twenty-five percent as recommended.

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

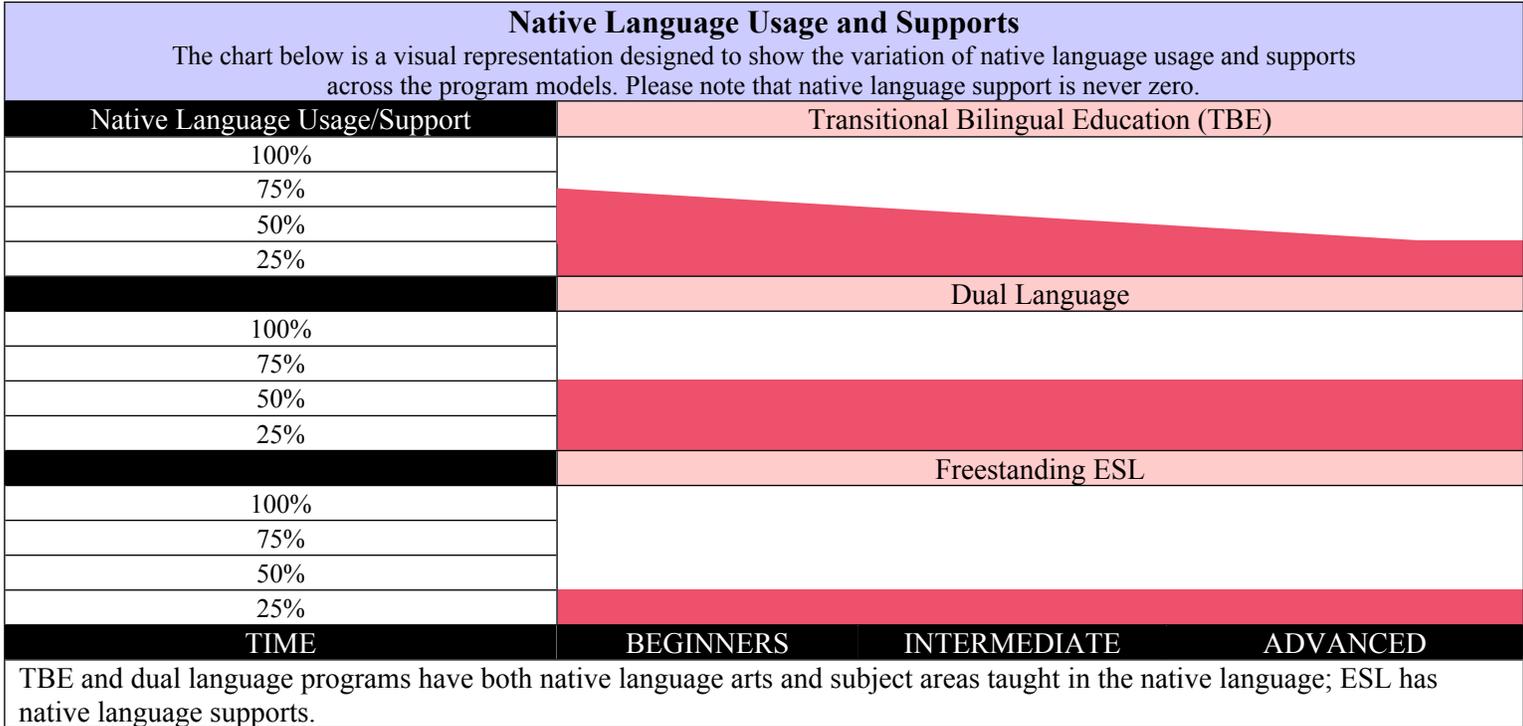
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 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



B. Programming and Scheduling Information--Continued

9. 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.

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Go Math), Literacy Reading Street by Scott-Foresman and ReadyGen (when it's available) in grades K-5 and Scholastic Code X 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. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

According to our Annual Measurably Achievement Objectives, PS/IS 384 is projected to meet our AMAO's until the 2016-2017 school year. Additionally, the majority of our ELLs pass their content classes. Because of this, we deem our ESL program to be effective.

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

For the upcoming school year, our school was awarded the OpenBook technology grant for sixty users. Provided it is successful, we shall continue it into the next school year. Existing technology programs will continue to be available to all students. We also anticipate the ReadyGen program will become completely available.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. These Intervention Programs are funded with Title III funds and Fair Student Funding.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

- 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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Spanish as a Foreign Language is offered to all ELLs in 7th and 8th grade.

19. For schools with dual language programs:

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

As per Parent Choice, PS/IS 384 has an ESL program only.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 3, 2013 Bullying - A832, Child Abuse Suicide A-750, Reg. A101,A443, 420-421 Student Attendance, Gang Affiliation Awareness, BRT - Bring awareness of School Safety for school Staff

September 25, 2013 CFN 412 Special Education Professional Development

October 28, 2013 Ready Gen, Code-Z, Go Math and Connected Math

November 5, 2013 CFN 412 Multiple Points of Entry Professional Development

December 16, 2013 Faculty Conference Data Evaluation

January 13, 2014 Grade Level Conference - Review 6 Traits of Writing Rubrics that have been aligned to the CCSS and their impact on our instruction.

February 10 2014 Universal Design for Learning

March 10, 2014 ELL Computer Academy for Parents and Guardians

April 7, 2014 Response to Intervention for Subgroups

May 12, 2014 Danielson Framework and rubric

2. Professional Development for the Common Core State Standards is provided every other Monday to all staff members.

3. 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.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. 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.
 2. 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.
 3. 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.
 4. The Community-Based Organization workshops are determined as per parent interest and need.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms Phyllis Rauli	Principal		11/12/13
Ms Marilyn Cruz	Assistant Principal		11/12/13
Ms Grace Baez	Parent Coordinator		11/12/13
Jennifer Pierce-Chornomor	ESL Teacher		11/12/13
Stacey Malave	Parent		11/12/13
Sindy Gilbert/ESL	Teacher/Subject Area		11/12/13
Rosemary Casaccio/Reading	Teacher/Subject Area		11/12/13
	Coach		
	Coach		
Susan Spaventa	Guidance Counselor		11/12/13
Daisy Concepcion	Network Leader		11/12/13
Janine Zito	Other <u>Assistant Principal</u>		11/12/13
Victor Victoria	Other <u>ESL</u>		11/12/13
Mayra Santos	Other <u>Speech</u>		11/12/13
Courtney Mancuso	Other <u>Common Branch</u>		11/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 412

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

Part A: Needs Assessment Findings

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

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, Arabic, 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, (HILS), 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 Arabic, 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 Arabic, 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 an Arabic, 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. 77

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		