

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 380 - JOHN WAYNE ELEMENTARY  
**DBN (*i.e.* 01M001):** 14K380  
**Principal:** ELSA NUNEZ  
**Principal Email:** ENUNEZ2@SCHOOLS.NYC.GOV  
**Superintendent:** ALICJA WINNICKI  
**Network Leader:** CYNTHIA FELIX

**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
Victoria Prisinzano	*Principal or Designee	
Andrew Stein	*UFT Chapter Leader or Designee	
Clarivel Aguilar	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elsa Nunez	Member/ Principal	
Michelle Petrie	Member/ Teacher	
Maria O'Donnell	Member/ Teacher	
Maria Sueao	Member/ Parent	
Gabrilla Tlaseca	Member/ Parent	
Rebecca Romero	Member/ Parent	
Vanesa Conde	Member/ Parent	
Cindy Venturo	Member/ 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

P.S. 380 will continue to set high standards for achieving Literacy success. Across all grades, the percentage of students who attain grade appropriate reading level will increase by a minimum of 3% as demonstrated by analysis of September baseline assessments and end of year assessment in June 2015.

**Kindergarten** – A minimum of 3% increase in grade appropriate reading levels as compared to December reading levels.

**Grade 1** – A minimum of 3% increase of students attaining grade appropriate reading level from 69% to 72% by June 2015.

**Grade 2** – A minimum of 3% increase of students attaining grade appropriate reading level from 72% to 75% by June 2015.

**Grade 3** – A minimum of 3% increase of students attaining grade appropriate reading level from 73% to 76% by June 2015.

**Grade 4** – A minimum of 3% increase of students attaining grade appropriate reading level from 78% to 81% by June 2015.

**Grade 5** – A minimum of 3% increase of students attaining grade appropriate reading level from 62% to 65% by June 2015.

### **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.

P.S. 380 has been designated a School in Good Standing for the past 6 consecutive years. Analysis of the school's Quality Snapshot demonstrates that in the categories of student progress and student achievement the school received a rating of "Exceeding Target." However, only 35.3% of our students performed at a proficiency level 3 or 4. This represents an increase of only 1.3% from the previous year. The new state exams are more rigorous than ever and require students to use higher order thinking skills. To improve the proficiency levels of our students, we will continue to use the Fountas & Pinnell reading inventory system to track and monitor students' progress. Careful attention will be given to those students not making the required gains on each benchmark administered during the year. Differentiated and small group instruction will be administered to those identified students in need of improvement. This will be an integral component of a well developed Literacy instructional program as outlined in section #1A.

### **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**

1. Daily read alouds, independent reading opportunities, and daily reading homework assignments will be utilized.
2. DOK approach to address higher order thinking skills will be incorporated into daily reading activities.
3. Well planned instructional lessons in Literacy will be delivered daily and aligned with the CCLS.
4. Every reading lesson will begin with an explicitly taught vocabulary lesson.
5. Two mock ELA exams will be utilized in grades 2-5 to provide students with the experience of taking the actual standardized exam. The mock exams will mirror the NYS ELA assessment in content and length.
6. Curriculum and Associates' "Ready" reading strategies will be applied to all practice tests.
7. Formal and informal observations of literacy instruction will be conducted.
8. Both teacher made and Literacy program assessments will be utilized to track students' progress.
9. Book baggies containing two "just right" books and one above grade level book will be prepared for each student.
10. Individual student/teacher conference notes will be kept in binders.
11. AIS instruction to assist "at-risk" students, ELLs, and students with disabilities (IEPs)
12. AIS to assist students who are not meeting their goals. (IEP/ELLs)
13. One period of test preparation each day teaching reading strategies.

14. Reading portfolio folders containing 3 reading logs for all students (at home reading log, independent reading log, read aloud reading log)
15. Reading level assessments administered 4x per year with feedback to students' parents/guardians
16. After School Program and Academy for ELLs and "at risk" students.
17. RTI plan implemented in all grades
18. Implementation of Reading Ready which incorporates complex text, addresses the CCLS and higher order thinking skills.

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

1. Classroom Teachers
2. Literacy Coach
3. Support staff for AIS instruction
4. ESL Teachers
5. Administrators
6. AIS Teachers
7. SETSS Teachers

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

1. Fountas & Pinnell – benchmarks administered 3 times per year after baseline administered in September 2014 in grades K-5
2. Two mock ELA exams with item analysis to identify student strengths and weaknesses in grade 3 – 5
3. Teacher made assessments in grades K-5
4. RTI with progress monitoring to assess and check student performance on an on-going basis
5. Foundations Unit Test – Grades K – 2
6. Double Dose Probes – Grades K - 2

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

1. Fountas-Pinnell reading inventory assessment administered 4 x per year (September 2014, December 2014, March 2015 & June 2015). The September results will provide the baseline to be used.
2. Daily read alouds, independent reading, and reading homework assignments .
3. Daily instruction in Foundations Phonics (grades K-2).
4. Daily instruction in test sophistication (grades 3-5).
5. AIS student support in the form of independent and small group instruction will be provided a minimum of 4x per week.
6. Well planned daily instructional lessons in Literacy will be delivered daily with vocabulary and comprehension assessments after each story (90 minute literacy block).

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

1. All lesson plans are carefully reviewed by teachers to ensure that our instructional programs are aligned to the CCLS, include differentiated instruction and reflect DOK and UDL.
2. Provide extra support to all students in need. AIS services, RTI and small group instruction on a daily basis.
3. Professional Development to all staff members through weekly Professional Learning teams and Professional Development Days.
4. Track and monitor all student performance on both standardized and non-standardized assessments. Assessments include teacher made assessments, Foundations, Dibels, Double Dose, mock ELA Exams, Fountas & Pinnell reading inventories, etc.
5. Teacher Teams (Inquiry) which analyze students' work and adjust teaching methods accordingly.

**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 results of all reading level assessments using the Fountas and Pinnell reading inventory system are sent home for parental review and signature (4 x per year).
- Parent workshops are conducted on a variety of topics such as:
  - Foundations (Phonics) Program in Grades K-2
  - The New CCLS
  - Standardized State Tests/Format
  - The Use of Technology in the Classroom
- Parents are required to sign at-home reading logs on a daily basis
- Parent Orientations scheduled during September 2014. During these orientation meetings, each classroom teacher discusses and explains the yearly educational goals, curriculum, classroom/school procedures, support activities, etc.
- Parent Open House scheduled for Nov. 2014 in which parents are invited to attend a reading and math curriculum presentation and visit their child's classroom
- Parent/Teacher Conferences
- Parent Room where volunteers work to assist teachers with any classroom needs
- Parent Resource Room where parents can access computers and materials to assist them with their child's learning

**Budget and Resource Alignment**

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

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

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## 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.

- The percentage of students who demonstrate progress on the NYS ELA will increase by 3%.

### **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.

In ELA, a comparison of performance of students from fourth to fifth grade demonstrates that for the school year 2013-2014, the performance level increased by 1.3%. To augment the number of students who demonstrate progress, the school has set a goal of 3%.

### **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**

1. Classroom teachers attend weekly teacher team meetings with grade facilitator to focus on Literacy instruction.
2. Tier II intervention is provided for our lowest 1/3, students with IEPs, ELLs.
3. Classroom teachers provide targeted instruction to higher achieving students four times per week.
4. Formal and informal observations by the administrative team to ensure the proper implementation of the literacy program.
5. Inquiry work focusing on comprehension, writing, and mathematical strategies.

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

1. Literacy Coach
2. Classroom Teachers
3. Support staff for AIS instruction
4. Administrators
5. ESL teachers
6. Network Achievement Coach
7. SETSS teacher

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

1. Track and monitor all student results for unit tests and various assessments utilizing a folder system, providing feedback.
2. Fountas & Pinnell reading level assessment inventory used 3 times per year after baseline is administered in September 2014. All results shared with parents/guardians
3. Baseline assessments administered in ELA, weekly Wonders tests, all classroom tests

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

1. Weekly reading assessments based on Wonders Reading Program
2. Fountas & Pinnell reading level assessments 4x per year – September, December, March & June with results disseminated to parents/guardians
3. Baseline ELA in Oct. 2014 – post assessment April 2015

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

1. The tracking and monitoring of all student performances on both standardized and non-standardized assessments with feedback to parents/guardians.
2. Conduct both formal and informal observations of teachers with immediate feedback.
3. Scheduled intervention for each grade. AIS staff provide intervention to targeted students.
4. After school program for general education population and ELLs
5. Purchase Guided Reading books to provide targeted intervention
6. Purchase additional leveled libraries, specifically leveled by unit specific genre.

***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 results of each reading level assessment using the Fountas & Pinnell reading inventory system is sent to parents/guardians for review and signature.
- Reading Logs (at home) to be signed each night
- Conduct Parent Workshops demonstrating the following implemented activities:
  - a. Shared reading block
  - b. ELA standardized test format and ways to assist children
  - c. NYSESLAT test format and ways to assist children
  - d. Foundations (Phonics) Program (K-2)
- Explanation of School Quality Snapshot – at monthly PTA meetings
- Parent orientation meetings conducted on each grade for parents/guardians during September 2014 and November 2014. During these meetings, classroom teachers and key personnel discuss and explain yearly educational goals, curriculum, classroom procedures, support activities, etc.
- Schedule meetings with parents to discuss progress during Parental Engagement sessions on Tuesdays.
- Grade specific resource center to provide additional educational support

***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	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	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.

The percentage of students who demonstrate progress on the NYS math exam will increase by 3%.

#### **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.

In an effort to ensure that all students continue to make progress on the NYS math exam, our school will implement a variety of strategies and programs to accelerate the math skills of all students. The school showed a 10% increase in the performance level of students on NYS Math Exam 2014. To maintain and increase progress, the school set a goal of 3% increase for 2015.

#### **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**

1. Development of pacing calendar and curriculum goals to ensure implementation of the NYS emphasized standards on each grade.
2. Implementation of performance tasks that are aligned to our math curriculum to build problem solving and critical thinking skills. Use of task specific scoring rubrics to assess students.
3. Instructional focus on the 8 Standards for Mathematical Practice through lessons focused on depth of content knowledge, and math talk questions prompting students to use varied strategies and to explain their reasoning; use of manipulatives, and real-world problems that encourage students to construct viable arguments.
4. Instructional focus on Mathematics Shift #3 (Fluency) through math facts drills, quizzes, games, technology, daily fluency builder activities, and a school-wide Math Facts Contest 3 x per year.
5. Monitoring of student progress on chapter assessments and mock State Math exams.
6. AIS instruction to assist “at risk” students, ELLs, and students with disabilities.
7. Development of lesson plans containing differentiated instructional tasks and activities to address the needs of all students.

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

1. All classroom teachers
2. Cluster Teachers
3. ESL Teachers
4. Support Staff for AIS/RTI Instruction
5. Administrators
6. SETSS Teachers

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

1. Administrators will conduct classroom observations to ensure that routines and structures are in place to support mathematical practices and differentiated instruction.
2. Articulation meetings with classroom teachers and AIS providers to monitor student progress and discuss next steps for individual students.
3. Teacher team meetings once a week to analyze student work for the purpose of revising strategies and adjusting lesson plans to meet students’ needs.
4. Use of assessment folders to track and monitor student progress.

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

1. September 2014 – June 2015

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

1. Schedule of teachers and key personnel will be adjusted to allow for common planning and meeting times.

**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).

- Conducting a variety of parent workshops on specific topics such as:
  - The New CCLS
  - Ways to Assist Children at Home
  - The Role of Proper Nutrition and School Success
  - Test Sophistication Program
  - Technology in the Classroom
- Open Houses/School Tours
- Keeping parents informed by sending home all assessments reports in addition to holding regular parent/teacher conferences.

**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	X	Title IA	X	Title IIA		Title III	X	Set Aside	X	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.

P.S. 380 will incorporate social studies and science themes across content areas as demonstrated by curriculum maps.

### **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.

At PS 380 there is a strong focus on developing the literacy and math skills of all our students. In an effort to address the NYS science and social studies standards for each grade and increase the time that students spend exploring and discussing social studies and science content, we will develop curriculum maps indicating curricular connections in all content areas.

### **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.

#### **6. Strategies/activities that encompass the needs of identified subgroups**

1. Teacher teams will develop thematic units during professional development and then turnkey to all staff members.
2. Ongoing professional development will be used to create curriculum maps across content areas.
3. Time For Kids has been purchased for all classes and will be utilized by classroom teachers and literacy and science cluster teachers to enhance curriculum.
4. Use of literacy specialist to ensure balance of fiction and nonfiction reading.
5. Teachers work to balance nonfiction reading with fiction during literacy block.

#### **7. Key personnel and other resources used to implement each strategy/activity**

1. Administrators, classroom teachers, cluster teachers, and support staff
2. Ongoing staff development in the use of technology in the classroom and the integration of content areas through curriculum maps
3. Time For Kids magazines with classroom and cluster teachers
4. SMART Boards are used to enhance textbooks
5. Weekly visits to the library to access more information in science and social studies

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

1. 100% of teachers using smart board technology and other technology resources to enhance classroom instruction in content areas.
2. Project based learning utilized in classroom instruction.
3. On-going professional development and support by teacher team developing thematic curriculum maps.
4. Track and monitor student results for unit assessment utilizing a folder system to provide feedback to teachers.

#### **9. Timeline for implementation and completion including start and end dates**

- On-going from Sept. 2014 – June 2015
- Beginning January 2015, 100% of teachers will have access to curriculum maps with thematic units linked focusing on content areas.
- From September 2014-June 2015 technology resources will be used to support classroom instruction as evident in all content areas

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

- Curriculum maps created during professional development (agendas on file)
- Technology resources utilized in every classroom to enhance and engage student participation, and improve background knowledge of students in science and social studies.
- Field trips to support content areas

**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).

- Monthly parent workshops concentrating on strategies to support their children at home, and technology in the home
- Time For Kids is sent home to be shared with parents concentrating on content areas
- Resources to help parents support children in science and social studies are available in parent room

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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.

PS 380 will plan monthly workshops to build awareness of city-wide instructional expectations.

### **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.

In order to equip our parents with knowledge of curricular expectations and strategies to support the academic progress of students, we will schedule and implement school-wide as well as grade level workshops to enable parents to support instructional expectations at home.

### **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.

#### **8. Strategies/activities that encompass the needs of identified subgroups**

1. Open house to provide parents with grade level curriculum workshops and to set academic expectations for the school year.
2. Grade level workshops on literacy and math program.
3. November Open House to allow parents to view classroom instruction.
4. Monthly instructional focus during P.T.A. meetings
5. Parent workshops with Cornell University (8 workshops on health and nutrition), LINCS-NYU (4 workshops on how to help students with behavior issues)
6. Parent workshop for fifth grade parents on the Middle School application process.
7. Development of Parent Support Center in P.T.A. room.
8. Pre-K book club for parents.

#### **9. Key personnel and other resources used to implement each strategy/activity**

1. Classroom Teachers
2. AIS Support Staff
3. ESL Teachers
4. Literacy Coach
5. Administrators
6. Parent Coordinator
7. Outside organizations

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

1. Participation in P.T.A. meetings
2. Parent involvement in workshops
3. Parent Surveys

#### **11. Timeline for implementation and completion including start and end dates**

September 2014 – June 2015

Workshops will be implemented on a monthly basis.

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

1. Schedule of teachers and key personnel will be adjusted to allow for planning and implementing parental workshops.
2. Books will be purchased to provide parents with books to use at home with their children.
3. Work with community based organizations such as Cornell University, LINKS-NYU, and Woodhull Hospital.

**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).

- All interim assessment results sent to parents/guardians
- Various parental workshops focusing on AIS Programs and Literacy classroom instruction
- Foundations Workshops for parents of students in Grades K-2

**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	X	Title IA	X	Title IIA		Title III	X	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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	K-2 Double Dose Foundations 4x per week, Kaplan Strategies 2-3x per week. After school program for test sophistication grades 3-5 and for ESL students focusing on testing strategies.	Small group	AIS during the day, after school program,
<b>Mathematics</b>	After school testing strategies gr. 3 - 5. Gr. 1 & 2 – RTI instruction 3 x week.	Small group instruction	AIS during the day and after school program
<b>Science</b>	Gr. 4 & 5 MacMillan Science Series and Manipulatives Re-teach activities through small group instruction during the day.	Small group instruction	During the day.
<b>Social Studies</b>	Gr. 4 & 5 MacMillan Social Studies series, Map Skills, etc. through small group instruction during the day.	Small group instruction	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Small group instruction for skills reinforcement focusing on methods of coping, accepting authority, accepting responsibility for actions, anger management, etc. during the day  One to one and small group instruction – skills reinforcement, social problem solving, coping skills and changing families – during the day.	Small group instruction	AIS, during the day.

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

a. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Presently, P.S. 380 has 100% Highly Qualified Teachers. If this were not the case, a percentage of our Title I money would be set aside to be used to make these teachers highly qualified (ex. reimbursement for tuition costs, workshop attendance, etc.) Additionally, ongoing in-house professional development opportunities continue to be offered for all members of our teaching community, especially for our new staff members. AIS meetings, Inquiry Meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guidelines, all curriculum related activities, student support activities, etc. We also implement an in-house mentor program to address all needs of newly hired teachers and continue our ongoing partnership with various colleges for recruitment.

**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"> <li>• Professional development is provided by our Network 612 in the CCLS.</li> <li>• On-going intensive in-house professional development is provided during weekly teacher team meetings, weekly Inquiry meetings, and weekly AIS meetings and during specified Professional Development Days.</li> <li>• Administrators, Literacy Coach, Grade Facilitators and all classroom teachers meet on a regular basis. Some topics include:             <ul style="list-style-type: none"> <li>- The Alignment of Instruction to the CCLS</li> <li>- Dissemination of Danielson's Framework for Teaching</li> <li>- The formulation and implementation of differentiated instruction in every classroom</li> <li>- Meeting the needs of all students including ELLs and students with IEPs</li> </ul> </li> <li>• Both formal and informal observations are conducted on a regular basis with immediate, constructive feedback</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All guidelines are followed in the proper use, coordination and integration of Federal, State and local funding. For example, our universal Pre-K Funding source, Pre-K Plus, and Pre-K Title I are used for our Pre-K Program. These funding sources cover the cost of Pre-K teachers, paraprofessionals, Pre-K family worker, Pre-K Social Worker, and Pre-K resources. In turn, our Pre-K Social Worker and Pre-K Family Worker visit the local day care centers to conduct presentations for children transitioning into P.S. 380.
We have also adopted the School Wide Program which affords us the ability to coordinate funding sources. We are able to provide push-in/pull out services and assistance in addition to regular classroom instruction and the sharing of numerous resources.
We currently have 5 students in temporary housing (STH population) who receive a combination of push-in/pull out services and whose parents participate in workshops we provide on appropriate topics.

**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.).
The plan to assist our transitioning pre-school children includes: <ul style="list-style-type: none"> <li>• Visitations to the local day care centers to conduct presentations on ways to prepare young children for the</li> </ul>

school experience.

- Conducting simple tasks on numbers, colors and letter recognition during the actual registration process.
- The preparation and distribution of activity packets to be used by parents and children during the summer months.
- Provision of Early Childhood Parent Workshops on a variety of topics at the school site.
- The explanation of all AIS services that we provide for our early childhood students who are in need of extra assistance.
- The use of our Early Childhood Social Worker to act as liaison and to make a positive home/school connection
- Early Childhood Parent Orientation

**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.

- Curriculum selection and various forms of assessments are topics for discussion at our monthly School Leadership Team meetings. Both parents and teachers are represented on this team.
- Assessments and instructional strategies are reviewed and shared at weekly teacher team meetings.
- Teacher facilitators for every grade are members of our AIS Team. They participate in weekly AIS meetings where decisions are made concerning the needs of our “at-risk” students.
- Professional development is provided from outside book companies.
- Teachers are encouraged to research various websites for assessment updates (Engage and Parcc)
- During teacher team meetings, teachers and administrators consistently monitor student assessment results using item analyses. Lesson plans are adjusted to meet the needs of all students.

**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.

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**Parent Involvement Policy (PIP) Template**

**P.S. 380 PARENT INVOLVEMENT POLICY – 2014-2015**

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-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, 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 to serve as a liaison between the school and families. The Parent Coordinator 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; and any other topic of parent interest/concern.
- 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 1<sup>st</sup> 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, 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 Literacy/Math workshop where all parents are invited to attend formal presentations and workshops that address their child's 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 Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events; movie night, multicultural events, etc.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become active members of our school community;
- 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 designed to keep parents informed about school activities and student progress;
- providing written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **P.S. 380 SCHOOL PARENT COMPACT – 2014-2015**

P.S. 380, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

### **1. School Responsibilities**

#### ***P.S. 380 will:***

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Reading level assessments will be administered 4X per year with feedback to students' parents/guardians.
- Teacher made assessments will be utilized to track students' progress in all curriculum areas.
- Skills analysis of all ELA assessments will be formulated for the purpose of identifying individual student needs and the planning of differentiated instruction.
- Bloom's Taxonomy approach to address higher order thinking skills will be incorporated into daily reading activities.
- Formal and informal observations of teacher instruction will be conducted on a regular basis.
- AIS instruction to assist at-risk students will be delivered.
- Enrichment will be provided for higher functioning students.
- On-going professional development and teacher support will be provided to improve teacher competency.
- The CCSS will be addressed in all the core curriculum areas.
- There will be a daily well-balanced instructional program delivered by all teachers that supports a high quality curriculum and instructional program designed by our administrative team of professionals.
- Using academic learning time efficiently
- Respecting cultural, racial and ethnic differences
- Implementing a curriculum aligned to the CCSS
- 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 1<sup>st</sup> 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;

- 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;
- reading level assessment reports sent to parents/guardians at the end of September 2014, December 2014, March 2015 and May 2015

***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 and P.T.A. Meetings

***Provide general support to parents by:***

- providing parents reasonable access to staff during teacher's prep periods, teacher's lunch periods and times designated convenient by parent
- providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities specifically during open school week and at numerous school activities throughout the year.
- involving parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
- involving parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- providing information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- providing parents of participating children the information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- providing each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- providing each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e as per NCLB)

**I. Parent/Guardian Responsibilities:**

- 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;
- 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 promptly 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;
- 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;
- make certain that all homework is completed and signed on a daily basis;
- make certain that my child reads every night and his/her reading log is signed;
- make certain all the necessary information, including 3 separate emergency telephone numbers, are recorded on the blue emergency card;
- keep the school informed of important information concerning my child’s physical and emotional well-being;
- make certain that my child gets to school on time each and every day and is picked up promptly at dismissal time;
- make certain that my child attends school every day that school is in session, even on half-days of school.

**II. Student Responsibilities:**

- attend school regularly and arrive 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;
- do homework every day and ask for help when needed;
- read at least 30 minutes of every day outside of school time;
- give to my parents or the adult who is responsible for my welfare all notices and information received by me from  
2. my school every day

**DBN: 14K380**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$467,916.57	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$146,321.00	X	See action plan
Title III, Part A	Federal	\$15,608.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,041,215.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>380</b>
School Name <b>John Wayne Elementary School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Diane Vitolo</b>	Assistant Principal <b>Victoria Prisinzano</b>
Coach <b>Laura Cooper</b>	Coach <b>Maria O'Donnell</b>
ESL Teacher <b>Kathleen Moore</b>	Guidance Counselor <b>Arlene Sosa</b>
Teacher/Subject Area	Parent <b>Clarivel Aguilar</b>
Teacher/Subject Area <b>Michelle Glassman/Bilingual</b>	Parent Coordinator <b>Lina Camporese</b>
Related Service Provider <b>Elaine Floyd</b>	Other <b>Michelle Petrie</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>592</b>	Total number of ELLs	<b>135</b>	ELLs as share of total student population (%)	<b>22.80%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): YI
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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	3	0		1										4
Pull-out	1	4	2	1	1	1								10
<b>Total</b>	5	5	3	3	2	2	0	0	0	0	0	0	0	20

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	62
SIFE	0	ELLs receiving service 4-6 years	60	Long-Term (completed 6+ years)	

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	14	0	14	20	0	20	0	0	0	34
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	82		22	20	0	6	0	0	0	102

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>96</b>	<b>0</b>	<b>36</b>	<b>40</b>	<b>0</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>136</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### 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
Yiddish	10	8	5	5	4	2								34
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>10</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>34</b>						

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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	24	22	14	21	13	4								98
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					1								2
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>14</b>	<b>22</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>102</b>						

## 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)	12	3	2	5	1	0								23
Intermediate(I)	8	4	1	2	0	0								15
Advanced (A)	36	9	20	10	4	1								80
Total	<b>56</b>	<b>16</b>	<b>23</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>118</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	8	0	0	!Und
4	0	2	0	0	
5					
6					
7					
8					
NYSAA Bilingual (SWD)				12	

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	10	0	0	0	0	0	
4	0	0	3	0	1	0	0	0	
5									
6									
7									
8									
NYSAA Bilingual (SWD)							12		

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	1	0	2	0	
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							2		

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
P.S. 380 uses Dibels and Fountas and Pinnell to assess the early literacy skills of ELLs. Most of P.S. 380's ELLs enter kindergarten as non-readers. Students who score below designated cut scores on Dibels are provided with Double Dose instruction in Foundations, which is a Tier II intervention. Students are assessed with Fountas and Pinnell reading levels four times a year to assess their progress in

reading.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels on the Lab-R reveal that most ELLs enter kindergarten at the Advanced level. Data patterns across proficiency levels on the NYSESLAT reveal that most students no longer require ELL services after three to five years. On the Spring 2013 administration of the NYSESLAT 75% of the ELLs who are currently in the school scored at the Advanced level; 6% at the Proficient level; 15% at the Intermediate level and 3% at the Beginner level.
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](#))  
We are unable to analyze patterns across modalities because the RNMR report is unavailable. Paste response to question here:
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?
    - a. In all grades, the largest percentage of students scored at the Advanced level and the smallest percentage scored at the Beginner level. Students in the ESL program do not take tests in the native language. Students in the Bilingual Special Education Program are assessed in the native language, Yiddish, through teacher made assessments and observations. Students tend to have stronger skills in Yiddish than English when they enter this program, but their skills in English improve as they move ahead in the program.
    - b. ELL Periodic Assessments results are used to assess students in grades three-five in reading, writing and listening. The ESL teacher for these grades then shares the results with the classroom teacher so that instruction can be differentiated according to students' strengths and weaknesses. Results of Periodic Assessments are used to place students for small group instruction and to plan the focus for differentiated instruction.
    - c. The school is learning about ELLs relative strengths and weakness in listening, reading and writing from the ELL Periodic Assessments. The native language is used as a support in literacy instruction. Students have access to bilingual dictionaries, glossaries and books in their native language.
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](#))  
Within Tier I, classroom teachers and ESL teachers use Dibels in grades K-2; state test results in grades four and five; NYSESLAT results in all grades as well as the Measures of Student Learning Performance Assessments in grades K-3 to design instruction to meet the needs of ELLs. Children who are significantly below grade level or are making little progress receive Tier II instruction which includes Foundations Double Dose in grades K-2; Finish Line for Mathematics in grades 3-5; and i-ready ELA in grades 3-5. Children who are still struggling receive one on one intervention with an AIS teacher and the ESL teachers.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The school ensures that a child's second language development is considered by providing access to bilingual dictionaries, glossaries and books in the native language. Teachers will have students speak and write in English about books they have read in the native language. Bilingual school staff also provide support for new students and Beginners. In the Bilingual Yiddish English Special Education Program, instruction is provided in English and Yiddish in life skills and content area. Instructional decisions concerning the child's second language develop are based on the child's educational history and development as well as on results of the NYSESLAT and Alternate Assessments. As students progress in the program the amount of instruction in the second language increases.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here: N/A The school does not have a Dual Language Program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
PS 380 uses NYSESLAT results, to evaluate the success of our programs for ELL students. In the ESL program, the school looks for gradual improvement, in addition to seeing how many students are scoring at the Proficient level on the NYSESLAT. On the Spring 2013 administration of the NYSESLAT, 81% of our students scored at the Advanced or Proficient level.

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](#).)
  1. a. Kathleen Moore, one of the school's ESL teachers, gives the Lab-R to newly admitted students, who have a home language other than English, within ten days of the first day of school. Then once new ELLs are identified, the Parent Coordinator and an ESL teacher with New York State Certification, invite parents to a parent orientation, again, within the first ten days of school. At this orientation parents are fully informed about their right to choose a Transitional Bilingual Education Program, a Dual Language Program or an ESL Program for their child. Letters inviting parents to these orientations are sent home both in English and in parents' home languages. The Parent Coordinator calls all parents who do not attend a parent orientation so that she and an ESL teacher can meet with them individually. The parent coordinator provides translation services in Spanish. For low incidence languages like Chinese and Korean, the school relies on the services of the DOE Translation and Interpretation unit.  
The parent coordinator and an ESL teacher conduct all parent orientations in English and Spanish. The DOE video for parents of newly enrolled ELLs is always shown at this orientation both in English and in parents' home languages. There is also time for parents to ask questions. Parent Selection Forms and Surveys are collected at this meeting. Placement letters are sent home after parents complete the Parent Selection Form. Copies of all letters, attendance rosters and Parent Survey and Selection Forms are kept in binders Room 332.
  - b. Certified teachers including Kathleen Moore, Donna Rodriguez and Milagros Arvelo are responsible for administering the HLIS and conducting the initial screening. This screening is conducted in the parents' home language and includes an informal interview. The DOE video for parents of newly enrolled ELLs is always shown at this orientation both in English and in parents' home languages. There is also time for parents to ask questions. Parent Selection Forms and Surveys are collected at this meeting. Original copies are placed in students' cumulative record folders and copies are kept in a binder in Room 332.  
The NYSESLAT is given annually to determine continued entitlement to ELL services. An ESL teacher and an Assistant Principal organize the administration of the NYSESLAT on designated dates. They prepare a schoolwide schedule to ensure that all students are tested in reading, writing, listening and speaking. PS 380's ESL teachers, the Bilingual Program Coordinator and other certified teachers all administer the speaking portion of the test individually to students. This team along with classroom teachers all proctor the reading, writing and listening sections of the test. Special Education students receive all allowable modifications indicated on their IEPs. The ATS RLAT report is used to confirm that all students are tested.
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.
  2. All three program choices – Transitional Bilingual Programs, Dual Language programs and an English as a Second Language program – are explained to parents in letters sent home within the first ten days of school in English and parents' native languages. Program choices are described at ELL Parent Orientations conducted in English and Spanish by Lina Camporese, a Parent Coordinator and Kathleen Moore, a certified ESL Teacher. The first ELL Parent Orientation is always held within the first ten days of school. Others are held throughout the school year, depending on need. At these orientations, parents watch the Parent Orientation video which explains these choices as well. The video is shown in English and the home languages of parents present at the orientation. If parents are unable to attend a school's orientation an ESL teacher and the Parent Coordinator meet with them individually to present this information and show the video. When parents indicate that their first choice is a Dual Language or Bilingual Program, parents are informed of their rights to transfer their child to another school with such a program. If and when PS 380's parents indicate that they would like a Bilingual or a Dual Language Program, the Principal, will open such a program. Letters in English and the native language will be sent home to parents to notify them that the school is opening a bilingual program. The Parent Coordinator will also place phone calls to all parents whose first choice was a Transitional Bilingual Education Program or a Dual Language Program.
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 [\[see tool kit\]](#).)  
An ESL teacher sends home Continued Entitlement Letters at the start of each school year to students who will continue to receive ELL services. Parents of students who have scored at the Proficient Level on the NYSESAT receive Non-Entitlement/Transition Letters. After students are given the LAB-R, parents of those students who do not qualify to receive services

are sent Non-Entitlement letters. Parents whose students qualify for ELL services are sent letters inviting them to a parent orientation. Copies of the Parent Survey and Program Selection Forms are included with these letters. All letters are sent home in English and in the family's home language. Parent Surveys and Program Selection Forms are collected at parent orientations. Original copies of Parent Surveys and Program Selection Forms are placed in students cumulative record folders. All letters are sent home within ten days of the start of school. Copies of all letters are kept in a binder in Room 332.

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.  
Newcomers are placed in PS 380's ESL program within ten days of the start of the school year, if that is their parents' first choice. If a parent chooses a Bilingual Program or a Dual Language Program as their first choice, an ESL teacher along with the Parent Coordinator meets with the parent to inform them of their right to transfer the child to a school which has such a program. For students whose NYSESLAT scores indicate that they continue to receive ELL services, Continued Entitlement letters are sent home in English and the native language within the first ten days of the school year to parents whose children continue to qualify for ELL services. Copies of all letters are kept in a binder in Room 332.
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.  
The principal and ESL teachers monitor trends in parent choice by reviewing the Parent Selection Forms on a regular basis. These reviews indicate that parents are selecting an ESL Program as their first choice. In the past four years, the majority of parents have chosen an ESL program as their first choice. PS 380 also offer a Bilingual Yiddish Special Education program. Students are placed in this program by the CSE when their IEPs recommend bilingual education and when Yiddish is their first language.
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.   
Yes, the program models at our school are aligned with parent requests. We review Parent Selection Forms on an ongoing basis. The findings are that for the past four years, parents have selected an ESL Program as their first choice.

## 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])?

a. PS 380 primarily uses a pull-out model for ESL instruction. Classroom instruction is comprised of Reading and Writing Workshop components, scaffolding strategies and double dose Foundations for Grades K-2. Transitional Bilingual Education is addressed in self-contained classes (12:1:1) in our Bilingual Yiddish Special Education Program. Within this program, students classified as intellectually disabled are taught life skills and participate in New York State Alternate Assessment. Bilingual Yiddish students are instructed in the native language and in English. A rich language environment is provided to activate the senses. Hands on modeling, visual aids, technology, role playing, art and music are incorporated into daily activities.

b. The programs models are both homogenous and heterogeneous. Students are grouped by grade level, and proficiency levels are mixed so that more advanced students can assist newcomers.

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)?

In the ESL program, three licensed ESL teachers provide pull-out and push-in services in accordance with CR Part 154. Advanced students are pulled out for the required 180 minutes per week. Beginner and Intermediate students receive a combination of pull-out and push-in services for the required 360 minutes per week. In addition, in the Bilingual Yiddish Special Education Program, four bilingual Yiddish teachers provide instruction in both the native language and in English as per CR Part 154. Since all students are at the Beginner or Intermediate level, they receive 360 minutes per week of ESL instruction.

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.

In the ESL program, ESL teachers support content area instruction during push-in periods by working directly with ELLs in the classroom. During pull-out periods ESL teachers focus on content area vocabulary, as well as scaffolding instruction through the use of realia; connecting to ELL's prior knowledge and using technology including i-pads and smart boards.

In the Bilingual Yiddish Education program instruction includes life skills as well as basic literacy.

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

ELLs whose home language is Spanish take the Spanish Lab. Students in the Bilingual Yiddish Special Education Program are evaluated in their native language through teacher made assessments and classroom observations.

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

All ESL students are evaluated four times a year in reading with Fountas and Pinnell reading level assessments. In writing, students are evaluated through their progress in writer's workshop. In listening students in grades 3-5 are evaluated twice a year with ELL Periodic Assessments. ESL students in grades K-2 are evaluated in listening, through classroom observation. ESL students are evaluated in speaking through classroom observations as well as through the use of performance tasks including presenting oral reports.

Students in the Bilingual Yiddish Special Education Program are evaluated with teacher made materials and classroom observations as well as through NYSAA and the NYSESLAT on a yearly basis.

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).

a. PS 380 currently does not have any SIFE students. However if a SIFE student were to be admitted, they would receive small group instruction within the classroom and would also receive instruction in a pull-out model from one of our ESL teachers. They would also receive support in an early morning AIS group and through one of our afterschool programs. If a SIFE student were to enroll in our Bilingual Yiddish Special Education Program, the teachers would begin by teaching pre-readiness skills in reading and math. They would work with the student individually and in a small group to assist them in developing academic skills.

b. Newcomers - All newcomers in the school's ESL program receive small group instruction using primarily a pull-out model. We use the MacMillan McGraw-Hill Treasures series for reading skills and language development, the Writers Workshop, Foundations – basic and double dose - and scaffolding strategies. The Foundations Program with benchmark assessments focuses on phonics and language

development in Grades K-2 which covers most of our newcomers. Newcomers in the Bilingual Yiddish Special Education Program are first taught prereadiness skills in math and reading. Multisensory approaches and small group instruction allow students to access the content areas in English and the native language.

c. ESL students (4-6 years) – Students in PS 380's ESL program receive small group instruction and individual student conferences in Reading and Writing are conducted on a regular basis. ESL students also participate in classroom Inquiry Groups. In addition, vocabulary development and reading skills are taught through the MacMillan-McGraw-Hill Treasures reading series which features adaptations for ELLs. Children also engage in independent reading activities and their reading levels are monitored on a regular basis. Students who have received services for 4-6 years in our Bilingual Yiddish Special Education Program acquire English and core knowledge through small group instruction tailored to their needs. Student progress is monitored through teacher made assessments and New York State Alternate Assessment.

d. Long term ESL students (more than 6 years) – For students in the Bilingual Yiddish Special Education Program, a combination of small group instruction by the teacher and reinforcement of skills by support services personnel are provided. The IEP goals formulate the basis for differentiated instruction for these students. In addition to the services provided by the ESL teacher for our ESL students, the classroom teacher modifies the curriculum to address the students' needs. A major emphasis is placed on the Writing Process for these ESL students.

e. Once students have tested proficient, their progress is monitored by classroom teachers and the ESL teachers. Students who have tested proficient on one of the previous two administrations of the NYSESLAT are provided accommodations on state tests as required by the New York State Department of Education.

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?

In the Bilingual Yiddish Special Education Program students, a rich language environment exists in all classrooms. Teachers use visual, auditory and kinesthetic approaches to insure that all students' learning needs are met. Visual aids, roleplaying, technology, art and music are incorporated into a balanced curriculum. Each student's IEP goals formulate the basis of instructional planning. Push-in and pull-out support services by speech and language pathologists, OT and PT's as mandated by IEP's also address student goals.

For our ESL students in our special education self-contained classes, the ESL teacher has partnered with the classroom teachers to help deliver instruction using ESL scaffolds emphasizing visual and kinesthetic approaches. In addition, one to one, two to one and small group instruction is provided by classroom support personnel. These students also receive bilingual speech, OT and PT as mandated by their IEPs.

For our ESL students with disabilities in general education classes, the teachers differentiate instruction to meet these students' needs. In addition, P.S. 380 has two CTT classes for kindergarten and first grade where students with disabilities are in a classroom with general education students and two teachers.

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?

The school uses instructional and curricular flexibility through differentiating all instruction for ELL-SWDs in general education classrooms, CTT classes and 1:1 special education classes. In the reading program differentiation is provided through leveled readers; the use of leveled workbooks in the Treasures MacMillan-McGraw Hill Reading program; and differentiated tasks that students engage in after shared reading. In writing, differentiation is incorporated into the writing workshop. Scheduling flexibility includes mainstreaming ELL-SWDs in 12:1:1 classes for specific subject areas if this will benefit their progress. Scheduling flexibility also includes having ESL teachers both push-in and pull-out to support students depending on which service would maximize student progress. In addition, ELL-SWDs receive all mandated IEP services including speech, counseling, occupational therapy and physical therapy.

### 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:	Yiddish		

### 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

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.
- The following targeted intervention programs are available to support ELLs in the ESL program who are below grade level or who are not progressing. ELLs in K-2 receive support in ELA with Foundations Double Dose. In math, ELLs who require intervention receive support through small group instruction with ESL and AIS teachers. ELLs in grades 3-5 receive intervention for ELA with i-ready and Finish Line Writing programs. In math, ELLs in grades 3-5 receive support in small groups using the Finish Line math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program has been effective in assisting students in gaining proficiency in English. 81% of students scored at the Advanced or Proficient levels on the NYSESLAT. Most of the school's ESL students have 1-3 years of service. Students have also scored well on the New York State science exam. ELLs who scored at Level One on the New York State Math or ELA exams are receiving additional support.
- The students in the Bilingual Yiddish Special Education received fours on the NYSAA which indicates that they are making progress in both content and language.
11. What new programs or improvements will be considered for the upcoming school year?
- We are not considering new programs for the school year.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all programs including AIS, early morning enrichment, afterschool, and Saturday Academy Programs. Letters inviting students to these programs are sent home in English and the native language. The AIS, enrichment and afterschool programs include both ELLs and other students. The AIS program is for students in grades K-5 who are performing below grade level in reading and math as measured by classroom assessments and state tests. Students in grades 3-5 are selected for the early morning enrichment program based on teacher recommendation. The afterschool program in grades 1 and 2 is an enrichment program open to all students. In grades 3-5 there are two afterschool programs. The first is for students performing below grade level in ELA and math as measured by state exams and teacher observations. The goal for this program is to improve students' reading comprehension and writing skills. The second afterschool program for grades 3-5 is an enrichment program which includes literacy, technology and the arts. This program is open to all students in grades 3-5. The Saturday Academy program is for all ELLs only. The Parent Coordinator provides information about school programs to parents at PTA meetings. All information is sent home in English and Spanish; all PTA meetings are conducted in English and Spanish.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs are supported with technology which includes Smart Boards; laptops and i-pads. The school was the recipient of a magnet grant for technology and all classrooms are equipped with Smart Boards and computers.
- In the ESL program, ELLs are supported with leveled readers; books in the native language; bilingual dictionaries; the Cornerstone series published by Pearson Longman; and Getting Ready for the NYSESLAT published by Attanasio.
- In Bilingual Yiddish program teachers with bilingual Yiddish certification provide instruction in English and Yiddish. Materials in the native language include trade books and many teacher made materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL program, native language support is provided through the use of books and videos in the native language in a variety of genres as well as bilingual dictionaries and glossaries. Support staff who speak Spanish also interact with students.
- In the Bilingual Yiddish program, instruction is delivered in Yiddish and English as per CR Part 154.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- In the ESL program students are grouped by language proficiency and grade so that materials and lesson are appropriate for both students' grades and language proficiency. In the Bilingual Yiddish Program, students are in classes according to their age and academic level so that support and resources can be tailored to their developmental level.
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.
- Activities for new incoming students include meetings with our Parent Coordinator to help students and families make the transition to the new school environment; school tours also led by the parent coordinator; kindergarten parent orientation;

and classroom parent orientation. At kindergarten parent orientation, parents meet school personnel including the Principal, Assistant Principals; ESL Teacher and the Parent Coordinator. At classroom parent orientation, parents meet with their child's teacher in the classroom; are introduced to the materials their children will use in class; learn about homework procedures and expectation; and have time to ask questions. School support staff provide translation services in parents' native language for these events. In addition a Parent Handbook is distributed to families in English and the Native Language.

18. What language electives are offered to ELLs?

There are no language electives offered at P.S. 380.

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)?

P.S. 380 does not currently have a dual language program.

### 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 for all ELL personnel at the school has been and will be provided on the Chancellor's Days for staff development on September 3, 2013, November 5, 2013 and June 5, 2014. This professional development will also be provided at faculty conferences on October 7, 2013; December 2, 2013; January 6, 2014; February 3, 2014; March 3, 2014; April 7, 2014; and May 5, 2014.

2. Professional Development is offered to teachers of ELLs in supporting their students as they engage in the Common Core Learning Standards at weekly grade conferences and monthly faculty conferences (dates listed above). Also ESL teacher Kathleen Moore attended the New York State TESOL Conference on November 15, 2013 and November 16, 2013. Additional professional development will be provided to teachers in the ELL Saturday Academy on March 29, 2014; April 5, 2014; April 26, 2014; and May 10, 2014.

3. The Bilingual Guidance Counselor and the Parent Coordinator provide support to fifth graders and their families as they make the transition to middle school. They distribute middle school guides to families, conduct workshops on the application process with families and also are available to meet with families individually. Fifth grade classroom teachers also provide students with the opportunity to talk in class about their concerns involving the transition to middle school. Fifth graders also attend assemblies with representatives from District 14 middle schools including IS 71 and IS 318.

4. The required 7.5 hours for mandated training will be provided by ESL teachers and Network specialists on staff development days and also at monthly faculty conferences (dates listed above) and at the Academic Intervention Services Meeting on November 19, 2013.

## 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. We have a very active PTA and a Parent Coordinator who help to organize numerous workshops for parents. These include ERASE Asthma Program, Nutrition Workshops with Cornell University and NYU, Planned Parenthood, workshops on parenting, meetings on the NYSESLAT and State Testing, as well as meetings on the Middle School Articulation Process. Agendas and attendance rosters are kept in a binder in the Parent Coordinator's office. We also have two parent rooms where parents can visit everyday. The school's parent coordinator as well as other school staff are always available at these meetings to provide Spanish translation.
  2. Yes, the school partners with Community Based Organizations such as Help Road (Make the Road by Walking), ERASE and City Harvest to provide workshops on asthma management, food and nutrition, and parenting skills.
  3. Surveys are used to evaluate the needs of parents. We analyze and utilize the results of our Learning Environment Survey. (Our parent response is 100% each year.) In addition our Parent Coordinator is always meeting with parents to ascertain their needs.
  4. Once we have ascertained the needs of our parents, our parental involvement activities address these needs through workshops and PTA meetings. Workshops for parents have focused on topics including asthma management, parenting skills and nutrition. As a result of parent interest, the school has also organized parent workshops on bread baking and international cooking.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>John Wayne Elementary School</u>			School DBN: <u>14K380</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Vitolo	Principal		11/25/13
Victoria Prisinzano	Assistant Principal		11/25/13
Concetta Camporese	Parent Coordinator		11/25/13
Kathleen Moore	ESL Teacher		11/25/13
Carivel Aguilar	Parent		11/25/13
Michelle Glassman/Bilingual	Teacher/Subject Area		11/25/13
Elain Floyd/SETSS	Teacher/Subject Area		11/25/13
Maria O'Donnell	Coach		11/25/13
Laura Cooper	Coach		11/25/13
Arlene Sosa	Guidance Counselor		11/25/13
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 14K380 School Name: John Wayne Elementary School

Cluster: 6 Network: 612

**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**

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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.

1. 20.30% of PS 380's student population are English Language Learners. The school determines the language spoken by each parent by using the Home Language Information Survey, where parents are asked in what language they would like to receive information from school staff and in what language they would like to communicate orally with school staff. This information is recorded in ATS. Also parents indicate their preferred language of communication on blue emergency cards. One set of these cards is kept by each teacher in their classroom. Another set is kept in the main office.

Almost 15.00% of the school's parents speak Spanish as their first language; 5% speak Yiddish as their first language; and the home languages of the remaining .30% include Chinese, Icelandic, French and Bengali. All parent notices and report cards are sent home in both English and parents' home languages. Approximately 20% of our staff is fluent in Spanish and almost all of the staff in the Bilingual Yiddish Special Education Program is fluent in Yiddish. For low incidence languages, the school must rely on parent volunteers, staff from neighboring schools or the DOE Translation and Interpretation Unit.

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

The major finding of the school's written translation and oral interpretation needs are that parents predominately require translation and interpretation in Spanish. In addition, parents in the school's Bilingual Yiddish Special Education Program require translation and interpretation in Yiddish. Finally, the school has a very small number of parents – below 1% of our ELL population – who require these services in languages such as Chinese, French, Icelandic and Bengali. The school consistently provides translation and interpretation in Spanish and Yiddish, but must rely on outside assistance for low incidence languages. These findings were communicated to the school community at

School Leadership Team Meetings and at PTA Meetings.

## **Part B: Strategies and Activities**

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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.

School staff provides translation services in Spanish and Yiddish, whenever materials are not provided in these languages by the DOE. Translations in low incidence languages including Chinese, Icelandic, French and Bengali are provided by the DOE or parent translators.

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.

Oral interpretation services are provided in Spanish and Yiddish by school staff at all parent functions including PTA meetings, Parent/Teacher Conferences, and Parent Workshops. In addition, school staff are always available to provide interpretation in Spanish or Yiddish for Parent/Teacher meetings or any other conference. For low incidence languages including Chinese, Korean and Bengali, the school relies on parent volunteers or staff from neighboring schools.

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>.

The school fulfills Section VII of Chancellor's Regulations regarding parental notification requirements for translation and interpretation services by sending home to every parent the Bill of Rights and Responsibilities. This document is sent home in English and in parents' home languages, including Spanish, Chinese and Bengali. Translations in these languages are available on the New York City Department of education website. Bilingual Yiddish staff provide this information in translation to parents whose home language is Yiddish. The distribution of these materials is supervised by one of the school's Assistant Principals, who ensures that these documents are provided in a timely manner.

All school documents and signage are translated into Spanish by either school staff or taken from the NYCDOE website. All documents that are sent home are always sent in both English and parents' home languages (Spanish, Yiddish, Chinese and Bengali).



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: John Wayne Elementary School	DBN: 14K380
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 380 will offer an afterschool program to twenty-five English Language Learners in grades 3-5. The rationale for this is that the majority of the school's fourth and fifth grade ELLs scored below grade level on the 2014 New York State ELA exam. Fifteen of the school's current fourth grade ELLs took the third grade exam and four received ones; eight received twos; and only three students scored at grade level. Seven of the school's current ELLs took the fourth grade ELA exam and all scored below grade level (three students received ones and four students received twos). After looking at Fountas and Pinnell reading levels and preliminary practice tests for our third grade ELLs, the school believes that they would also benefit from additional instruction in literacy on how to access texts using a variety of strategies.

The program will be scheduled after school on Wednesdays and Thursdays from 3:00-3:45 from November 13, 2014 – April 2, 2015. The language of instruction will be English. However, students' native languages will be supported through the use of grade level books in the native language and with bilingual dictionaries. There will be two teachers: one with ESL certification and one with a Common Branch license. The teachers will team teach. The materials will be leveled fiction and non-fiction books from Sussman Publishing to be used for guided reading; book clubs; independent reading and other literacy activities.\_\_\_\_

**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: Professional development will be provided after school on Mondays when teachers will work in groups to look at enhancing instruction for ELLs. Teachers will work in small groups to look at how to improve instruction for ELLs through lenses that include differentiated instruction; increasing rigor in classrooms; and making thematic connections across the curriculum. These groups will meet on October 20, 27; November 3, 10, 17, 24; December 1, 8, 15 and 22; and January 5, 12, all at no cost to Title III. All sessions are from 2:25 -3:40. At the conclusion of these sessions, the groups will share their findings with the entire faculty. The facilitators include the Magnet Program Coordinator; the Computer Science teacher; the third-grade grade leader; and third-fifth grade classroom teachers.

**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: Research shows ELLs do better in school when parents are knowledgeable about what their children are learning and, also, when parents are involved in school activities.

Schedule and Duration: The first meeting will be held on Tuesday, December 9, 2014 from 2:30-3:35 at no cost to Title III. The second meeting will be held at the conclusion of the program on April 2, 2015, from 2:30-3:45 at no cost to Title III.

Topics to be covered: At the first meeting on December 9, 2014, parents will receive information about the goals of the Title III program. They will also receive information about strategies they can use to support their children's literacy skills and their English language development. The second meeting on April 2, 2015, will be a celebration of the children's achievements. Each family will receive a bilingual book to share with their children to emphasize the importance of reading in their native language.

Providers: A licensed ESL teacher and the Parent Coordinator.

How Parents will be notified: Parents will be informed about these meetings through notices sent home with their children and at PTA meetings.

**Part E: Budget**

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

Allocation Amount: \$h0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$h0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____