

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

School Name: STANLEY EUGENE CLARK PUBLEC SCHOOL 399

DBN (i.e. 01M001): 17K399

Principal: MARION J. BROWN

Principal Email: MBROWN3@SCHOOLS.NYC.GOV

Superintendent: CLARENCE G. ELLIS

Network Leader: MARGRET STRUCK

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marion J. Brown	*Principal or Designee	
Nell July Sealy (acting)	*UFT Chapter Leader or Designee	
Joanne Trellis	*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>)	
Lannel Collymore (Parent)	CBO Representative, if applicable	
Dianne Guillaume-Mark	Member/ Teacher	
Deborah Kennedy-Baker	Member/ Teacher	
Theresa Patterson	Member/ Paraprofessional	
Cordelia Baird	Member/ Parent	
Tanya Sangster	Member/ Parent	
Oneika Williams	Member/ Parent	

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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of qualified teachers will receive the designated number of informal and formal observations using uniform observation tools and receive feedback that accurately captures strengths, challenges, and next steps using a shared teaching framework.

Comprehensive Needs Assessment

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

- Analysis of prior years' informal and formal observation feedback signaled the need for a more focused and refined observation tool.
- The citywide Instructional Expectations for the 2014-2015 school year expects teachers to use a shared understanding of Danielson's Framework For Teaching which is the NY SED approved rubric to identify areas on which to focus and actively pursue professional growth

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. To improve the instructional core across classrooms, we will strengthen the common language and understanding of what quality teaching looks like, by deepening the school community's comprehension of research-based frameworks.
2. During the 2014-15 school year, an observation schedule will be generated to ensure that all teachers are receiving the required number of observations. The school leaders, including an "F" Status Assistant Principal, will conduct formal and informal classroom observations, and offer feedback and professional development to support improved teacher practice.
3. The 2014-2015 Citywide Instructional Expectations state that at the beginning of the 2014-2015 school year, the schools should select competencies from a shared teaching framework relevant to teachers' developmental needs that most support implementation of the Common Core State Standards. As noted in the Citywide Instructional Expectations, this should be used to create an informal observation template.
4. Each teacher will conference with an administrator, at the beginning of the year to select an option for their observations. School leaders will use the 8 Danielson components to coordinate and conduct classroom observations that include traditional supervisory observations, classroom inter- visitations, and instructional rounds. All informal observations will include a follow-up comment with actionable feedback. The shared understanding of the teaching framework will be used in the creation of teacher goals. The actionable feedback and goals will be used for teachers to identify areas on which to focus and actively pursue professional growth. Teachers will receive professional development that focuses on specific domains and components.
5. Teachers who receive Ineffective or Developing ratings will be provided with targeted support such as videos, articles, inter-visitations, and bi-monthly meeting with the coaches.
6. Teachers who receive 2013-14 end of the year rating of Ineffective or developing will implement a pedagogical improvement plan to focus on areas of weakness.
7. Mid-year meetings will be conducted with each teacher to discuss progress and status.

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

1. This Goal will be facilitated by Primary and secondary evaluators.
2. The evaluators will direct the ELA and Math coaches to maintain a log of assistance and schedule planning and support sessions for teachers in need of assistance.
3. During the meeting observations, evidence and artifacts for Domains 1 and 4 will be discussed and clarified. Teachers will be asked to develop a plan to address areas of weakness.
4. Attending Professional Development that focuses on Danielson's Framework
5. Professional Development for specific instructional strategy support based on teacher need through both formal and informal teacher observations through the use of Danielson's rubric.
6. Weekly common planning
7. All teachers regularly experience inter-visitations and Learning Walks.

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

1. Teachers will apply teaching methods appropriate to the Common Core Learning Standards objectives.
2. Teachers will use a variety of questioning techniques to probe students' knowledge and understanding.
3. Teachers will increase their ratings as the school year progresses.
4. Teachers will encourage students to use a variety of problem-solving techniques.
5. Student performance on formal and informal assessments will increase to reflect changes in the quality of instruction.

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

1. July 2014 - June 2015

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

1. Teachers with Teacher Improvement Plans will receive 3 conferences to assess progress in their performance.
2. Teachers will request to participate in a Coaching Cycle with the ELA or Math Coaches.
3. All classroom teachers will engage in 2 data meetings with the coaches to discuss student data and next steps.
4. All classroom teachers will meet with the principal for a mid year discussion on the Measures Of Student Learning selections, MOSL data and Measures Of Teacher Practice tracking sheet.

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).

1. Parents will be apprised of the changes in the teacher evaluation during curriculum meetings and parent meetings.
2. Parents will be allowed to visit classrooms to support as well as to provide feedback.
3. Monthly School Leadership Team meetings will be held as a forum to discuss, among other topics, a shared teaching framework to design workshops for teachers and parents.
5. Correlations between the NYC School Survey and feedback from parent meetings will be used to measure the outcome of this goal and
6. Parents will be encouraged to complete the 2014-2015 NYC School Survey in order to gain further insight about the quality of teaching as viewed by all school community members.

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

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.

By June, 2015, the school will implement the school-wide instructional focus, which is, to build rigor in all classrooms to promote academic growth in 80% of the classrooms as measured by formal/informal observations, learning walks, student data and progress reports.

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.

Rigorous Instruction

After careful analysis and review of student performance trends, our School Quality Review, and our data from the previous year, which indicated that 23% of our students were on grade level in ELA and 29% were on grade level in Math, our Grade facilitators, recognized the need to ensure greater student access to the content and curricula. We then revisited our School Quality Review and chose to directly focus on Scaffolding and Multiple Entry Points as part of our School-wide Instructional Focus. Our goal, as shaped by our Quality Review feedback is to “Deepen the use of multiple entry points learning activities and instructional strategies to provide appropriately challenging and rigorous learning opportunities to promote high achievement for all students”. As a result we have used our Grade Facilitator Instructional Team, which is comprised of the grade facilitator from each grade, to study how to effectively use Scaffolding and Multiple Entry points as a teaching strategy. Our task was to deepen the Grade Facilitator’s understanding and utilization of scaffolding and multiple points. Each Grade facilitator would then turnkey the information to the teachers on their grade. Currently, each grade is engaged in a study of Scaffolding and Multiple Entry points. Each grade has selected a tool to engage in a grade wide study/inquiry to determine: Can We Use Scaffolding and Multiple Entry Points to Build Rigor in All Classrooms to Promote Academic Growth? The study is being conducted using the following assessment tools:

- K Lesson Study
- 1 Lesson Study
- 2 Data Analysis
- 3 Student Work Analysis
- 4 Data Analysis
- 5 Student Work Analysis

Each grade will use this information and data to develop cognitively engaging instruction that utilizes scaffolds and multiple entry points to ensure student success and access to the content.

Additionally, we are addressing the following feedback received through our Quality Review, “Enhance teachers’ ability to consistently check for student understanding, effectively align rubrics with feedback, and make instructional adjustments to support students’ learning progress”. Teachers use rubrics as a means to help their students self-assess and set goals for themselves as learners. Teachers also use the rubric to provide actionable feedback and next steps for their students.

Strengths

Curricula aligned to instructional shifts
Structured weekly team meetings
ELA Coach
Math Coach
Authentic student work products
Building Teacher capacity through Professional Learning
Structured protocol to look at student work
Structured protocol to look at student data
Effective pedagogy that supports student growth through actionable feedback and student tasks
Engaged in effective informal and formal observations

Needs

- Continually challenge higher performing students
- Developing scaffolds to ensure that students are working to their full potential

- Promote active student engagement
- Effectively align rubrics with feedback
- Data Sources
- School Quality Review
- School Snap Shot

Data Source	Findings
Quality Review	Overall Proficient Needs to Improve QRI 1.2 and 2.2
School Quality Snapshot	23% met State ELA Standards 29% met State Math Standards All students shown excellent growth in ELA Lowest students shown good growth in ELA All students shown good growth in Math Lowest students shown good growth in Math Effectiveness of Teaching and Learning rated Fair Assessment of what students are learning rated Fair High expectations communicated to the staff rated Excellent How well do teachers work together rated Good
MOSL	

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) Research-based Instructional Programs:
 - Ready Gen
 - Engage NY- Math Modules
 - Foundations
- 2) Professional Developments:
 - Ready Gen Job Embedded Support from Pearson Consultants
 - NYSED NTI Institutes
 - Network Support
 - Central Office Workshops
 - Double Common Planning Periods
 - iZone
- 3) Systems and Structures that Impact Change:
 - Vertical and Horizontal Teacher Teams
 - ELA/Math/Grade Facilitators
 - ELA/Math Instructional Coaches
 - Weekly Common Planning- Double Periods (90 minutes)
 - Professional Learning (80 minutes)
 - School Implementation Team (SIT)/RTI Team
 - Fordham University

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

1. School-wide Professional Learning Team
2. Administrative Cabinet

3. Instructional Support Team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Students are actively engaged in instruction and able to cite text, write from sources, use academic language during discussions and writing tasks. The teacher asks rigorous open ended questions. The questions require students to answer using sources and justify their thinking. Children are asking and answering questions about text and mathematical concepts. Lessons are scaffold to address the needs of the various learners in the classroom.
D. Timeline for implementation and completion including start and end dates
1. September 2014-June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers will need to be covered to engage in inter-visitations and Learning Walks. The teams will dedicate 90 minute Common Planning Periods to team Inquiry work. Teachers will receive Training from Pearson ReadyGen Consultants. Coaches will schedule 2 data meetings with each teacher. Data Consultant will be hired to analyze and share school data.

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).

Parent Involvement and Engagement
<ul style="list-style-type: none"> Provide Parents with information sessions on understanding the CCLS and its demands for preparing children for the future. Help the parents understand what it means to successfully prepare children for college and Careers. Provide parents with resources for helping their child with homework and enrichment. Make sure that parents are aware of their child's academic strengths and challenges. Help them identify resources to exploit their academic strengths and eliminate their challenges.

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		Title IIA		Title III	X	Set Aside		Grants
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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 #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.

By June 2015, the school will implement strategies that will establish a culture that promotes positive self-images and lead to academic improvement for 80% of the targeted students.

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.

- Some students seem to lack organization as witnessed by a review of students' desks and notebooks.
- Some students seem to struggle with fluency in reading and math which interferes with their ability solve problems and read grade level text.
- Some students have expressed the need to feel accomplished at something.
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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.

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

2. Wilsons, Ready Gen Phonics and RazKidz Programs will be utilized in the Saturday Academic program to strengthen reading foundational skills.
3. Ten Marks and Think Through Math will be used for math fluency and automaticity when solving math problems.
4. The Guidance Counselor will organize classroom presentations on goal setting. Along with the classroom teachers, she will revisit the goals for each child 3 times during the school year.
5. Students will be guided in the process of developing vision boards and college and career boards.
6. Grades 2-5 students will participate in the Saturday Academic Program that will focus basic skills in ELA and Math. The program will build fluency to enable students to read and solve problems with fluency and accuracy.
7. The guidance counselor will convene at least academic conferences with students who are failing their academic classes.
8. During the daily morning meetings, citizenship is addressed as students are encouraged to support one another and respect the school community.
9. Teachers will be responsible for designing instruction that include specific scaffolds for students with particular needs or deficits.
10. Special needs, ELLS and lowest 3rd will be placed in flexible groups during the school day to vary their learning.
11. Students will be allowed to practice the comprehension skills using independent text during independent and small group instruction.
12. Children are also trained to use accountable talk stems during class discussions. The accountable talk stems will reinforce the language of respect during class and group discussions.
13. Grade 2 students participate in the Swimming Program offered by the the NYC Parks Department.

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

1. Guidance Counselor
2. Parent Coordinator
3. Clusters
4. Tier II Staff

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

1. Student will be able to articulate and plan for the next step in their education process.
2. ELLs, IEP and Lowest 3rd will be able to solve math problems with automaticity and accuracy.
3. ELLs, IEP and low 3rd will be able to access grade level text with comprehension and fluency.
4. Students will be able to discuss their academic challenges and what they need to work on in each subject.
5. Students are able to use the rubrics to assess work and develop next steps.

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

1. September 2014-June 2015

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

1. Full time Guidance Counselor
2. Schedule for sessions with students
3. Materials for vision boards

- 4. Support from CBOs to provide services and resources to families
- 5. Parent Coordinator
- 6. Community Assistant

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).

- Parents are encouraged to advocate for their children while teaching them and preparing them for the next levels in their education.
- Parent Coordinator will organize and develop workshops that educate them on how to work with their children, promote healthy eating and find where to go for relevant support.
- Participate in an Articulation Workshops for grade 5 parents will be convened.
- Parent Coordinator will organize Celebrations for the Families and the School Community.

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

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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.

By June 2015, 100% of the teachers will participate in horizontal and vertical teams in order to build capacity and foster effective collaboration.

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.

- As Stated the by the City-Wide Instructional Expectations, each school is required to establish a Professional Learning Plan which includes a PL Team that develops an Instructional Focus.
- The school's Quality Review and Local and State data identified a need to focus on building rigor in all classrooms.
- The Staff MOTP data indicates that there is a significant need to address classroom instruction as indicated by poor teacher ratings in Domains 1 and 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.

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

2. Teachers across the grades and disciplines will volunteer to serve on the School-wide Professional Learning Team. This team will look at school-wide data and determine the school-wide instructional focus.
3. Each grade will select a grade leader/facilitator to lead each of the 6 horizontal teams. The grade leaders/facilitators will serve on a vertical team that is lead by the Assistant Principal.
4. Each grade will select ELA and Math facilitators who will serve on the school's ELA and Math Vertical Teams. These teams will study the content and strategies for delivery.

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

1. Grade Facilitators
2. ELA and Math Facilitators
3. ELA and Math Coaches
4. Administrators

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

1. Teacher lead teams are able to function with independence.
2. The teams will engage in at least 3 inquiry projects by June 2015.
3. Vertical ELA and Math Teams are able to articulate the grade level standards, progressions in the standards and the Skills that the school needs to address for the state and local assessments.

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

1. September 2014-June 2015

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

They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Teachers are committed to the success and improvement of students in their classrooms and the schools. Each teacher on the grade serves as a facilitator for the grade. For example, each grade has three teachers. One teacher acts as the Grade Facilitator, one teacher is the ELA Facilitator, and the remaining teacher is the Math Facilitator. In their role as facilitators, each teacher becomes an active member of two professional learning teams. They are members of the horizontal grade team, and meet with the teachers on their grade during their common preps and planning prep. They are also members of the vertical teams which is made up of the corresponding facilitator from each grade. This team meets on the Professional Learning Mondays. Each facilitator is responsible for sharing information concerning their area of expertise. The ELA and Math Facilitators meet with the ELA and Math Coach respectively. The Grade Leaders meet with the Assistant Principal, and they are also responsible for establishing the School-wide Focus. All out of Class personnel meet with the Principal, and they are responsible for establishing strategies and support structures for utilizing and implementing the Common Core Standards for each grade within their content area.

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).

- Parents are encouraged and guided to advocate for their children while teaching them and preparing them for the next levels in their education.
- Parent Coordinator will organize and develop workshops that educate parents on how to work with their children, healthy eating and where to go for relevant support.
- An Articulation Workshops for grade 5 parents will be convened.
- Parent Coordinator will develop Family Day Celebrations for Families and School Community Parent Coordinator

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		Title IIA		Title III	X	Set Aside		Grants
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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 #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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

3.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Teachers College Running Records • Graphic organizers • Extended Day Program • Reading and Writing Strategies • Study Skills • Diagrams, charts and tables • Repeated readings 	<ul style="list-style-type: none"> • Pull-out/Push-in • Small group 	<ul style="list-style-type: none"> • 3:00 to 5:00pm on Wednesdays and Thursdays (after school) • During the school day • Saturdays (foundational skills)
Mathematics	<ul style="list-style-type: none"> • Test Ready • Think Through Math • Ten Marks • Number Lines and Number Charts • Manipulatives 	<ul style="list-style-type: none"> • Pull-out/Push-in • Small group 	<ul style="list-style-type: none"> • 3:00 to 5:00pm on Wednesdays and Thursdays (after school) • During the school day • Saturday (basic skills)
Science	<ul style="list-style-type: none"> • Discovery Education • Brain Pop • National Geographic Learning Resources • Scholastic Study Jams • NEO K-12 • Sheppard software • Tier 3 content level vocabulary • Scaffolded support with scientific inquiry groups. 	<ul style="list-style-type: none"> • Pull-out/Push-in • Small group 	During the school day
Social Studies	<ul style="list-style-type: none"> • Discovery Education • Brain Pop • Scholastic • Time for Kids • National Geographic Learning Resources • Tier 3 content level vocabulary • Scaffolded support with DBQ responses and argumentative essay writing. 	<ul style="list-style-type: none"> • Pull-out/Push-in • Small group 	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services provided by Guidance Counselor. <ul style="list-style-type: none"> • At-risk Counseling • Academic Intervention Services • Referral for Community Based 	<ul style="list-style-type: none"> • Pull-out/Push-in • Small Group • Grade Assemblies • Classroom Sessions 	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Attend all job Fairs and Hiring Centers to ensure that I hire all high quality teachers. Provide PD for all new teachers and teachers who are not highly qualified in best pedagogical practices. School leaders and secretary review all credentials to ensure compliance.

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).
Teachers participate in: <ul style="list-style-type: none"> • School-wide Professional Development sessions • CCLS mapping • Aligning the curriculum to the CCLS • Professional Development sessions on TEP Provide time for teachers to attend network and Central PD sessions.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are consolidated and utilized and designated based on the following needs <ul style="list-style-type: none"> • Data from ATS(identifying sub-groups) • Parent/student surveys • Professional development location and enrollment • School principal; works in collaboration with the Fordham Partnership Organization budget liaison to determine appropriate funding sources available and designated for particular activities. The school Principal regularly monitors funding distributions.

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.).

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.).
<ul style="list-style-type: none"> • Provide an accelerated, high-quality curriculum using the School-wide ReadyGen Program and the Wilson Foundations Program which exposes students to experiences that demonstrate how print works when it is read aloud or written down contributes to improve reading comprehensive and written composition. • Provide an environment that expose early childhood students to a variety of reading materials for both in school as well as out of school usage in order to encourage growth in their vocabulary and comprehension abilities. • Utilize the RazKids program for support with reading comprehension in whole group and small group instruction, as well as access for use at home. • Provide professional development to paraprofessionals to assist students in the early childhood classrooms.

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.

Teacher Leaders help to review and select Professional Development opportunities for teachers.

Teachers participate in PD sessions each Tuesday from 2:50 – 4:05.

Teacher Teams participate in double Common Planning Meetings to plan and review student work.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences in September, November, March and May during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Using the Tuesday 40 minute meeting times and other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., 4 Parent-Teacher Conferences and Tuesday 40 Minute Sessions ;

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 17	Borough Brooklyn	School Number 399
School Name P.S 399		

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 Marion Brown	Assistant Principal Michelle Hogan
Coach type here	Coach type here
ESL Teacher Carmen Strachan	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area	Parent Coordinator Rafaela Fulton
Related Service Provider Resource Room, Sherice Thomas	Other Ms. Levine
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	505	Total number of ELLs	31	ELLs as share of total student population (%)	6.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In			8											8
SELECT ONE	6	6		3	4	4								23
Total	6	6	8	3	4	4	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities
SIFE	3	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)
				5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language										0
ESL	22	3		5			4			31

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	
Total	22	3	0	5	0	0	4	0	0	31
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	2	1	2									11
Chinese														0
Russian														0
Bengali	0				1									1
Urdu														0
Arabic	2	1	1	2		1								7
Haitian	1	1	5		1	2								10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								2
TOTAL	6	6	8	3	4	4	0	31						

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)	6		1	2		1								10
Intermediate(I)		2	1	1	1									5
Advanced (A)		4	6		3	3								16
Total	6	6	8	3	4	4	0	31						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					!Und
4		3			
5		2	1		
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

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

NYS Science

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

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

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.

Paste response to questions here:

Our English Language Learners are initially identified at registration through the HLIS form. Once a language other than English is revealed, the student's English proficiency is measured by the LAB-R. The NYSESLAT will determine the English proficiency of students

that have been in a USA school. To assess early literacy skills we initially rely on the following assessments: teachers' observation, the LAB-R, the NYSESLAT exam history report (RALT), Reading Running Records(TCRWP), the Reading MCLASS (DIBBLES) in grades K-2 . In grades 3-5, ARIS, the ELA State Assessment and Performance Assessments are used to determine early literacy. According to the data patterns of ELLs students at P.S. 399, ELLs students have been scoring significantly higher in listening and speaking on the NYSESLAT test. These data are used to design our school's instructional plan by directing the goals used to drive instruction. Of the P.S. 399 ELLs population in grades 3-5 that were tested with the State Reading Language Art exam in the Spring of 2013, only one student that has been in the NYC Public School System for a year, did not meet standards in Reading.

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

The patterns across the NYSESLAT modalities have been consistent for the past years. Our ELLs developed speaking and listening skills much more rapidly than reading and writing skills. The Periodical Assessment as well as Performance test indicates that the ELLs' , Student Learning Objectives must continue to be designed mainly around the Reading and Writing Standards.

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](#))

The pattern across the P.S. 399 ELLs' NYSESLAT modality indicates that students are scoring higher in speaking and listening. The ELLs' SLO are designed to drive instruction: As reflected in the 2012-13 data the SLO will continue to reflect the following:
New comers, K-1 SLO will continue concentrating in listening, speaking and foundation skills.
Grades 3-5 and long terms ELLs, SLOs will continue to be designed around the development of reading and writing skills.
For the last years P.S. 399 ELLs have met standard and have met AMAO. Students have shown progress in academic achievement. (Assessment Analysis was not offer by the state).

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. Since most of the ELLs at P.S. 399 are not able to read in their native language they are not tested in their native language. The patterns of proficiency across the grades indicate that a larger number of students score at a proficient level in grades K, 1, and 2. Due to the fact that ELLs are given test modification during testing, ELLs students are scoring as well as native Language students. One out of 35 students from our ELL population was able to use native language to develop English proficiency skills. This was possible due to his strong literacy skills in his native language. The student was able to use an , IPOD translation program and World Word Reading with translation. Some of the beginners and intermediate students are able to use their native language skills through speaking and listening to develop English proficiency.

b. The school leadership and teachers are using the Periodical Assessments to drive instruction. This data is used to write students' learning objectives, also group and regroup students, develop instructional units and choose instructional materials.

c. Periodical Assessment allows the school to analyze each student as well as the common characteristic of a group. The school has

learned that new comers who attended school in their native country are able to transfer literacy skills to the second language. Since most student come without skills in reading and writing. P.S. 399 has developed an extended program to expose ELL students to a rich learning environment rich with academic English language and with the use of .

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](#).)

Ells in grades K-5 who are considered at risk from the data collected in Base Line Assessment , (State Measure of Student Learning-Writing Prompt), teacher's observation, Running Records , Measures of Student Learning (MOSL) , the ELL and Math Standarized scores in grades 3-5 and the Teachers College Writing test. These data allows the school to plan a rigorous academic instructional program . When students demonstrate a need for more targeted and intensive academic support, instruction is differentiated in the classroom, or is delivered individualized, or in a small group pulled out push-in setting. Instruction is tailored to meet ELLs' language and academic need. Data plays a key role in the ELLs intervention program since there is ongoing assessment and revising.

Defferentiated instruction for ELL students is determined through assessment strategies and a variety of differentiated resources that address the wide range of knowledge, ability levels, interests, and learning styles that the students bring to the classroom. After testing with LAB-R, NYSELAT the ELA, periodical assessments ,Computer Adapted Test, and unit test, the item analysis is examined by the ESL Committee and ESL teacher. Content of the instruction will be defined with remediation, enrichment or acceleration. The administration of the school as well as the Reading and Math coaches offered the ESL teacher as well as the monolingual teachers on going Staff Development, Articulation meetings and workshop using data to drive instruction.

The school's ESL population consists of students whose first language is Fulani, Haitian Creole, Arabic, Spanish, French or Bengali. The students represent the countries of Bangladesh, Haiti, Puerto Rico, Dominican Republic, and the continent of Africa.

The Newcomers and SIFE students use Rosetta Stone, LEAP FROG and classic movies in the ESL video library (Pinocchio, Cinderella, the Cat is the Hat, etc.) Watching the classics after lunch or during the zero period, develops listening skills, vocabulary and comprehensions skills, as well as developing social and academic language. In the LEAP FROG program instructions are given in Spanish and French. Those students whose native language is Spanish or French receive directions in how to use the program in their native language. Raz- Kids is an independent reading and listening program based on students who achieve reading fluency and comprehension. This program meets the needs of all of our subgroups. Newcomers begin by listening and following the text. As students advance in language acquisition, students will read the text only. Students progress from levels A to Z (as set by Fountas and Panella).

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

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

In developing the skill of a second language in an ELL student instructional decision ions are based on scaffolding on the students' culture, social skills, school experience and first language. . The content areas are delivered in English. A variety of methods is use to develop Social (BICS) and Academic (CALP) through Informational Text and content-based instruction with activities that encourage accountable talk. All content areas are delivered in English. For beginners that are able to read in their native language, a translation application is usually used on an IPAD. For students that are beginners and are not readers in their native language oral translation is used (when possible) using their native language as a mean to scaffolding learning. Hand on activities, visual and textile cues that addresses the topic given. P.S. 399 has been using content areas objectives correlative to language objectives as well as, writing, and reading objectives. Each content lesson becomes part of a lesson in listening, speaking, reading and writing. As well as a lesson in language functions related to the topic of the lesson. Each content lesson will use vocabulary and language strategies, formulating questions and answering questions, grammar, language structure, etc. The continuation of teaching the content with alignment with the language objectives will have students reach standards. Second-language is developed while teaching content-area instruction. The rubric that assesses the content area has the language and speaking standards integrated. Also when teachers are teaching Science, Math and Social Studies they are incorporating and teaching the academic vocabulary, using the Language and Speaking CORE Standards in context to make the information comprehensible. The result of the Math Performance , Science and Math Unit assessment indicates how the students' second language is developed.

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?

NA

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

Part II: ELL Identification Process

The LAB -R data pattern across the grades reveals that students are coming to our school with a variety of academic and language needs. During the past year most of the new students admitted were beginners in language proficiency. These students were also lacking academic skills in their native language as well as in English. The NYSESLAT data pattern reveals that our students show a deficiency in Language foundation and writing skills. After implementing a rigorous ESL program that is based on a collaboration of administration, ESL teacher, classroom teacher and the school's support team we have shown success. The State Assessment indicates that ELLs have met the standards, as well as the NYSESLAT indicates that our students have met AMAO.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

Once the students have been identified by the Home Language Identification Survey (HLIS), parents are notified that their child will be tested with the LAB-R, within 10 days of registration. Students whose HLIS indicate that they speak Spanish need to be tested on the Spanish LAB-R. Parents of students whose scores are below a proficient level will be notified and invited to a Parent Orientation Meeting during late September. During this meeting parents will view the Orientation Video, in their native language when possible. This procedure will be ongoing during the school year as new students enter the school. After viewing the Orientation Video, parents of ELL are further informed of the educational choices they have. They are offered a Bilingual, Transitional Bilingual,

Dual Language or a freestanding ESL programs for their children. Parents are given the address and telephone numbers of the neighboring schools that offers their selection. Also the ELL Instructional Specialist via E-mail is notified of the parent's choice.

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

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

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.

Parent Program Choice meetings are ongoing from September to June, for new admits. During these meetings parents are able to view the Orientation Video for Parents. This video will inform parents about the programs that the Department of Education offers ESL students. Immediately following the Orientation Meeting, the entitlement letters, parents surveys, and program selection forms are distributed to the parents. Parents who can't attend the Orientation Meeting will be rescheduled at a later date. Parents that choose dual language or bilingual education are helped in registering in these program. The school will be in contact with the Network or Department of Education to facilitated the transfer procedure. Once the students have been identified by the Home Language Identification Survey (HLIS), parents are notified that their child will be tested with the LAB-R, within 10 days of registration. Parents of students whose score are below a proficient level will be notified and invited to a Parent Orientation Meeting during late September. During this meeting parents will view the Orientation Video, in their native language when possible. This procedure will be ongoing during the school year as new students enter the school. After viewing the Orientation Video, parents of ELL are further informed of the educational choices they have. They are offered a Bilingual, Transitional Bilingual, Dual Language or a freestanding ESL programs for their children. Parents are given the address and telephone numbers of the neighboring schools that offers their selection. Also the ELL Instructional Specialist -via E-mail is notified of the parent's choice.

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

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 [\[see tool kit\]](#).)

Paste response to question here: . Entitlement Letters

Immediately following the Orientation Meeting, the entitlement letters, parents surveys, and program selection forms are distributed to the parents. Parents who can not attend the Orientation Meeting will be rescheduled at a later date. Parent Orientation meetings are ongoing through out theyear for new admits and students whose parents did not attend the initial meeting. Once parents have chosen the ESL program (after viewing the Orientation Video for Parents of Newly Enrolled English Language

Learners), a prescribed educational approach is set in accordance to the student needs and strengths. An academic program is aligned with the school's CEP Plan, the New York City and New York State Learning Standards, the ESL Standards, and Part CR154. The English as a Second Language Teacher collaborates with the classroom teachers of the ELLs to ensure a curricular alignment. After using the ATS report to determine eligibility continuation of service letters, and non entitlement letters are distributed during the Grade Orientation meetings. These meetings are held during the month of September. However, there is on going distribution of continuation letters throughout the year.

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.

Our English Language Learners are initially identified at registration through the HLIS form. Once a language other than English is revealed by the HLIS form, the student's English proficiency is identified by the LAB-R. Students that have been previously in school may have the NYSESLAT score. The Lab- R is administered within 10 ten days after registration. Parents of students whose scores are below the 40th percentile will be invited to the parent Orientation Meeting. Parents who choose dual language or bilingual education are helped in registering in these programs. The school will be in contact with the Network or Department of Education to facilitate the transfer procedure.

Once the students have been identified by the Home Language Identification Survey (HLIS) the Parent Orientation Meeting will be scheduled where parents would be able to view the Orientation Video for Parents. This procedure will be ongoing for new admits.

Entitlement Letters

Immediately following the Orientation Meeting, the entitlement letters, parents surveys, and program selection forms are distributed to the parents. Parents who can not attend the Orientation Meeting will be rescheduled at a later date. Orientation meetings are ongoing as required, with the registration of new ELL students. Once parents have chosen the ESL program (after viewing the Orientation Video for Parents of Newly Enrolled English Language Learners), a prescribed educational approach is set in accordance to the student needs and strengths. An academic program is aligned with the school's CEP Plan, the New York City and New York State Learning Standards, the ESL Standards, and Part CR154. All letters are filed in the main office.

Placement procedure for Bilingual

When there is a program selection other than ESL in the Program Selection form, parents are given a list of schools that offer Bilingual classes or the information required to support their choice. The ELL Instructional Specialist –Fordham PSO/CFN 551 Team via E-mail is notified.

During each Grade Orientation Parent Meeting, Continuation and Non-entitlement letters are distributed and explained. These letters are filed in each student's folder.

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.

Once the students have been identified as ELLs through the LAB-R, the RLAT and the RNMR is used to identify the students' performance level. The four modalities of English Acquisition are evaluated throughout the school year. Since the modality areas are a major part of the Language Arts CORE Curriculum Standards, these modalities are an integral component of the school daily curriculum. These areas are assessed throughout the school year in the following ways: Teacher's observation, daily learning target assessment, interactive computer programs, unit assessments, running records, Ed performance, ARIS and others. Using these ongoing assessment guides instruction throughout the year.

The Administration at P.S. 399 has allocated per-diem funds to schedule two retired reading teachers to administer the NYSESLAT test. \$155 a day per teacher is scheduled for the NYSESLAT testing.

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. 

For the past years, after reviewing the Parent Survey and Parent Selection forms, 100% of ELL Parents have chosen ESL instead of Bilingual and Dual Program.

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])?

The P.S. 399 English as a Second Language program is a pull-out educational program and push-in during reading in grade 2, since all of the students are in the same class.

Programming and Scheduling information

According to the data, ESL students have been scoring significantly higher in listening and speaking on the NYSESLAT test. The LAP Committee, as well as the classroom teachers and the ESL teacher, have assessed a need for the implementation of activities that would enhance proficiency in the areas of reading and writing. The plan includes activities around the NYS/ESL Learning Standards #2, where students will gain English for Literacy response, enjoyment, and expression. This requires that students develop the knowledge and skills of English through written interpretations of literature. Students learn and apply strategies in English to increase comprehension and meaning of text in English. These skills are developed through the curriculum as identified in the school's CEP. Presently we are using The comprehension Toolkit by Stephanie Harvey and Goudvis and the Ready Gen (Reading) in grades k-5. English Language Learnersto develop speaking fluency, Oral language learning to read and reading to learn for SIFE and beginners students. The same materials are use to conduct Interactive writing, language acquisition and developing fluency for students in intermediate and advance students with emphasis on graphic organizers and comprehension strategies.. For ESL students that have been in the program for six or more years we concentrate on the writing and reading process .

3. Differentiation of instruction in the ELL sub group is possible through the use of the level Modern curriculum Phonics A,B, and

C. Also through the use of computer software during the ESL period. Hooked on Phonics , Jump Start Reading, Rosetta Stone, BrainPop ESL, are used to develop Social, Academic, and Language Arts skills. English vocabulary is increased through the use of the LEAP FROG, Language First Skill. Language first is a Level program that start at a beginners level (purple books) to advance ,(blue books). We also use Raz-Kids. This is a reading program where students can listen, reads and answer comprehension questions. The reading level in this program runs from A-Z and there is also a Listening Library that features audio books. During the zero hour the English Language Learners participate in the Morning Reading Circle. During this time students listen and read books on tapes or CDs. At the end of every book the students participate in a book talk, where other members of the school community participate and enjoy the refreshments.. Students are grouped by grade level and language proficiency levels. Most ELL students are grouped in the same classroom by grade. This facilitates on going articulation between the classroom teacher and the ESL teacher.

4. Defferentiated instruction for ELL students is determined through assessment strategies and a variety of differentiated resources that address the wide range of knowledge, ability levels, interests, and learning styles that the students bring to the classroom. After testing with LAB-R, NYSELAT the ELA, periodical assessments ACUITY, Computer Adapted Test, and unit test, the item analysis is examined by the ESL Committee and ESL teacher. These instrument will address remediation, enrichment or acceleration. The administration of the school as well as the Reading and Math coaches offered the ESL teacher as well as the monolingual teachers on going Staff Development, Articulation meetings and workshop using data to drive instruction.

The school's ESL population consists of students whose first language is Fulani, Haitian Creole, Arabic, Spanish, French or Bengali. The students represent the countries of Bangladesh, Haiti, Puerto Rico, Dominican Republic, and Africa. There are three SIFE students receiving 360 minutes of ESL a week and additional Language Arts instruction in the classroom.

The Newcomers and SIFE students use LEAP FROG and classic movies in the ESL video library (Pinocchio, Cinderella, the Cat is the Hat, etc.) Watching the classics after lunch or during the zero period, develops listening skills, vocabulary and comprehensions skills, as well as developing social and academic language. In the LEAP FROG program instructions are given in Spanish and French. Those students whose native language is Spanish or French receive directions in how to use the program in their native language. Raz- Kids is an independent reading and listening program based on students who achieve reading fluency and comprehension. This program meets the needs of all of our subgroups. Newcomers begin by listening and following the text. As students advance in language acquisition, students will read the text only. Students progress from levels A to Z (as set by Fountas and Panella).

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

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)?

P.S. 399 has one ESL teacher, the organization of the program is developed around the school daily schedule. The mandate instructional schedule for ESL varies according to the grade, students' English language proficiency level and the school daily schedule. Beginners and intermediate are mandated 360 minutes a week and advance 180 minutes a weeks. Students that are proficient, and tested out of ESL will also be included. They are invited to afterschool TITLE III, the before school Reading Circle Club, where students listen to audio-books and are engaged in accountable talk. This activity will keep developing the ELLs listening, speaking and reading skills. The school is providing the mandated number of minutes since students are grouped by performance and by grade. Kindergarten and first grade are seeing 360 minutes a week. Second grade is a push-in of mostly advance students. They are served 180 minutes a week, except one beginner and 1 intermidiate that are seved 360 minutes a week. All grades 3, 4, and 5 students are scheduled 180 minutes a week, except six intermediate and advanced that are schedule 360 a week.

Scheduling the maximum mandate ESL hours is priority, since defferentiated instruction for ELL students is determined through assessment strategies and a variety of differentiated resources that address the wide range of knowledge, ability levels, interests, and learning styles that the students bring to the classroom.

P.S. 399 has been using content areas objectives correlative to language objectives as well as, writing, and reading objectives. Each content lesson becomes part of a lesson in listening, speaking, reading and writing as per the Common CORE Standards. As well as a lesson in language functions related to the topic of the lesson. Each content lesson will use vocabulary and language

strategies, formulating questions and answering questions, grammar, language structure, etc. The continuation of teaching the content with alignment with the language objectives will have students reach Standards.

The ELLs students can continue to develop language acquisition skills in the classroom with the use of ESL Brain Pop, Rosetta Stone, and the Scaffold Instruction in the Gen Reading Program.

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.

P.S. 399 is using the READY GEM Reading Program, Science, and Social studies as per the CORE curriculum. The content areas are delivered in English with translation when possible. Content is often intergrated in Non-fiction reading. All content areas are delivered in English. For beginners that are able to read in their native language, a translation application is usually used on an IPAD. For students that are beginners and are not readers in their native language oral translation is used (when possible) using their native language as a mean to scaffolding learning. P.S. 399 has been using content areas objectives correlative to language objectives as well as, writing, and reading objectives. Each content lesson becomes part of a lesson in listening, speaking, reading and writing as per the Common CORE Standards. As well as a lesson in language functions related to the topic of the lesson. Each content lesson will use vocabulary and language strategies, formulating questions and answering questions, grammar, language structure, etc. The continuation of teaching the content with alignment with the language objectives will have students reach Common CORE Standards.

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

NA

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

The four modalities of English Acquisition are evaluated throughout the school year. Since the modality areas are a major part of the Language Arts CORE Curriculum Standards, these modalities are an integral component of the school daily curriculum. These areas are asses throughout the school year in the following ways: Teacher's observation, daily learning target assessment, interactive computer programs, unit assessments, running records, New York City Periodical Assessment for English Language Learners, Ed performance, ARIS and others. Using these ongoing assessment guides instruction throughout the year.

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).

The mandate instructional schedule for ESL varies according to the grade, students' English language proficiency level and the school daily schedule. Beginners and intermediate are mandated 360 minutes a week and advance 180 minutes a weeks. Students that are proficient, and tested out of ESL will also be included, if the schedule allows. Most students are group by grade level, grades 3-5 overlaps. The implementation of differented instruction within small groups with a great emphasis on cooperative work, and individual instruction is in place. Students that are SIFE and newcomers benefit from working with language profecient students. This method allows the creation of a students centered learning experiences that focus on content process. Content may be modified for students who need additional practice with essential elements before moving on.

Defferentiated instruction for ELL students is determined through assessment strategies and a variety of differentiated resources that address the wide range of knowledge, ability levels, interests, and learning styles that the students bring to the classroom. After testing with LAB-R, NYSELAT the ELA, periodical assessments, Computer Adapted Test, and unit test, the item analysis is examined by the ESL Committee and ESL teacher. Content of the instruction will be defined with remediation, enrichment or acceleration. The administration of the school as well as the Reading and Math coaches offered the ESL teacher as well as the monolingual teachers on going Staff Development, Articulation meetings and workshop using data to drive instruction.

The Newcomers and SIFE students use LEAP FROG and classic movies in the ESL video library (Pinocchio, Cinderella, the Cat is the Hat, etc.) Watching the classics after lunch or during the zero period, develops listening skills, vocabulary and comprehensions skills, as well as developing social and academic language. In the LEAP FROG program instructions are given in Spanish and French. Those

students whose native language is Spanish or French receive directions in how to use the program in their native language. Raz- Kids is an independent reading and listening program based on students who achieve reading fluency and comprehension. This program meets the needs of all of our subgroups. Newcomers begin by listening and following the text. As students advance in language acquisition, students will read the text only. Students progress from levels A to Z (as set by Fountas and Panella). New Commers and SIFE are also using the BrainPopESL and Rosetta Stone to develop vocabulary , speaking and listening skills.

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

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?

The Ready Gen Reading Program Scaffolded strategies Handbook support s the ELLs learners. The material accelerate ELLs language acquisition since it scaffolded strategies to help unlock the text the teacher is reading Through activities, and routines that supports speaking, listening, reading and writing. It also provides a system that allows the students the understanding of how words work in complex text. It divides the Text Based Vocabulary into Tier III words, (words important to understanding the text) and Tier II (words that require explanation). ;

All content areas are delivered in English. For beginners that are able to read in their native language, a translation application is usually used on an IPAD. For students that are beginners and are not readers in their native language oral translation is used (when possible) using their native language as a mean to scaffolding learning. P.S. 399 has been using content areas objectives correlative to language objectives as well as, writing, and reading objectives. Each content lesson becomes part of a lesson in listening, speaking, reading and writing. As well as a lesson in language functions related to the topic of the lesson. Each content lesson will use vocabulary and language strategies, formulating questions and answering questions, grammar, language structure, etc. The continuation of teaching the content with alignment with the language objectives will have students reach standards. Second-language is developed while teaching content-area instruction. The rubric that assesses the content area has the language and speaking standards integrated. Also when teachers are teaching Science, Math and Social Studies they are incorporating and teaching the academic vocabulary, using the Language and Speaking CORE Standards in context to make the information comprehensible. The result of the Math Performance , Science and Math Unit assessment indicates how the students' second language is developed.

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?

A clear vision for each student is continuously monitored. This data keeps adjusting as the proficiency levels of students across language and content areas is shown. This data is reflected by teacher's observation, students work, and assessment: formal and informal. Through weekly articulation with cluster teachers, classroom teachers and the ESL teacher, there is a clear view of each student SLO. Emphasis is given to the student culture, throughout the school. There is strong respect for diversity and an appreciation of all home languages this is a priority in our academic plan. The school has established a common school-wide practices toward ELLs as well as all students. IEP goals as well as data and SLO are carefully monitor to drive instruction. The ELLs identified as having special needs are mainstreamed at P.S. 399, accommodating their learning needs. ELLs students with an IEP participate in small group instruction. An organized plan is developed with task-based recommendations. Ready Gen, is a Reading Curriculums that helps ELLs as well as lower level readers. The Ready Gen is designed helps the ELL SWD by Scaffolded strategies in the Handbook support s. The material accelerates ELLs language acquisition since it scaffolded strategies helps unlock the text the teacher is reading. This takes place through activities, and routines that support speaking, listening, reading and writing. It also provides a system that allows the students the understanding of how words work in complex text. It divides the Text Based Vocabulary into Tier III words, (words important to understanding the text) and Tier II (words that require explanation). The ELLs EWD plan includes intervention from the math coach, Raz-Kids, and Brain POP, after-school and before school activities, and ongoing parent teacher articulation. These students are also getting support from the Resource room teacher, the Guidance council and the Special Education teacher.

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

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

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

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

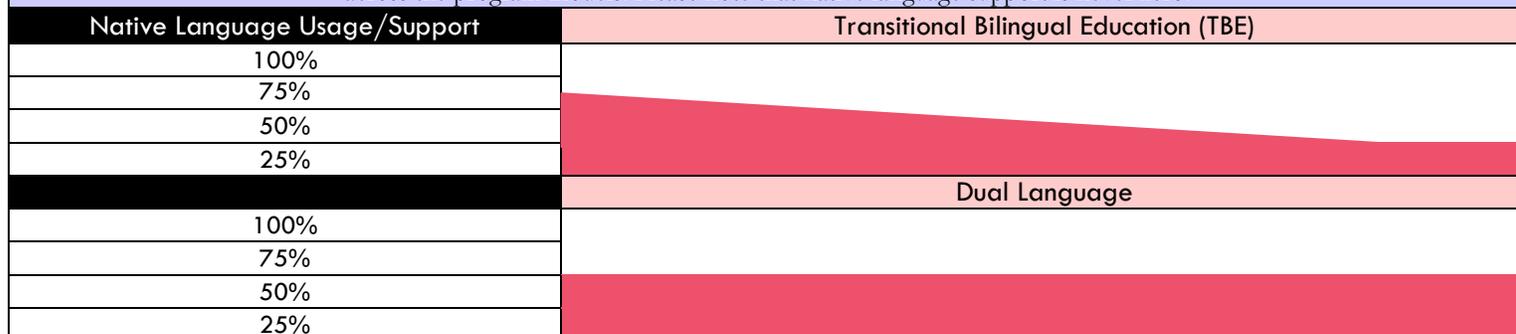
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

All content areas are delivered in English.

For beginners that are able to read in their native language, a translation application is usually used on an IPAD. For students that are beginners and are not readers in their native language oral translation is used (when possible) using their native language as a mean to scaffolding learning.

P.S. 399 has been using content areas objectives correlative to language objectives as well as, writing, and reading objectives. Each content lesson becomes part of a lesson in listening, speaking, reading and writing. As well as a lesson in language functions related to the topic of the lesson. Each content lesson will use vocabulary and language strategies, formulating questions and answering questions, grammar, language structure, etc. The continuation of teaching the content with alignment with the language objectives will have students reach standards:

ESL students in need of a targeted Intervention Math program participate in the Math Lab a pull out program supervised by the Math Coach and Fordham University

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 P.S. 399 ESL program is an integral part of the school community. It is a safe haven for the students as well as for the parents that speak another language other than English. Parents and students of English Language Learner (ELL) have significant communication challenges impacting their lives. P.S. 399 have established a climate that encourages growth in cultural responsiveness, sensitivity, and other important school functions that will help them assimilate and become an integrated part of their new academic community.

The P.S. 399 English as a Second Language program is a freestanding, pull-out educational program. The ESL program presently serves over 30 students. The ELLS students are grouped in the same class by grade, this facilitates scheduling, articulation, and planning. The ESL population receives all instruction in English, as per NYS regulations Part 154. The instructional units in ESL are determined by the student's English Proficiency level and the NYSESLAT and/or the LAB-R scores/levels. The beginner and intermediate level students are serviced 360 minutes per week. This consists of an average of two periods a day, four days a week. Advanced students are served 180 minutes per week, receiving approximately one (1) period a day.

The school's ESL population consists of students whose first language is Fulani, Haitian Creole, Wi, Arabic, Spanish, French or Bengali. The students represent the countries of Bangladesh, Haiti, Puerto Rico, Dominican Republic, Mexico, and New Guinea, Africa. There are three (3) SIFE students receiving 360 minutes of ESL a week and additional Language Arts instruction in the classroom. The Newcomers and SIFE students use LEAP FROG to develop listening skills, develop vocabulary and comprehension, and meets their needs for developing social and academic language. In the LEAP FROG program instructions are given Spanish, French.

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

The ELLs identified as having special needs are mainstreamed in our school. The ESL instruction accommodates their learning needs. ESL instruction is in small groups, which also allows for individual attention as needed.

In addition to ESL instruction, ELLs are provided additional intervention. A Fordham University consultant and a Math AIS teacher work with teachers in developing techniques and methods to address the needs of students in Math.

The ESL instruction is content based following grade standard and performance expectations. The material used in the mainstream class serves as the foundation for instruction, and additional materials covering these topics in format suitable for the various levels of English language acquisition are used in the ESL instruction.

Our school assures that all program selection forms are returned promptly by maintaining an on-going teacher-parent communication.

Upon reviewing the Parent Survey and Program Selection Forms for the past few years, the trend for program choices has remained consistent, 100% of our parents of ELL students continue to choose the ESL program.

According to the data, ESL students have been scoring significantly higher in listening and speaking on the NYSESLAT test. The LAP Committee, as well as the classroom teachers and the ESL teacher, have assessed a need for the implementation of activities that

would enhance proficiency in the areas of reading and writing. The plan includes activities around the NYS/ESL Learning Standards #2, where students will gain English for Literacy response, enjoyment, and expression. This requires that students develop the knowledge and skills of English through written interpretations of literature. There is a heavy concentration on the listening and speaking standard. Each learning objective will be accompanied by a listening, and speaking standard. Students learn and apply strategies in English to increase comprehension and meaning of text in English.

The continuation of English Language Proficiency is developed by a variety of methods. Social (BICS) and Academic (CALP) are developed through literature and content-based instruction with activities that encourage accountable talk. Materials are designed to help ELLs read, write, comprehend and speak at personally and academically proficient level. In addition, strategies for assessment are implemented with the use of the Reading and Math books Finish Lines. This is done to familiarize the students with the Math and Reading City and State test formats. Language acquisition is also strengthened through the use of computer software during the ESL period. Hooked on Phonics and Jump Start Reading, and Jump Start Math are used to develop Social, Academic, and Language Arts skills. English vocabulary is increased through the use of the LEAP FROG, Language First Skill program, Raz-Kids, BrainPOP, and the Listening Library with features books with audio cassettes. During the zero hour the English Language Learners participate in the Reading Circle. During this time students listen and read books on tape. At the end of every book the students participate in a book talk, where other members of the school community participate and enjoy the refreshments.. P.S. 399 promote cultural awareness through various school-wide activities. Therefore, our School Library contains reference books for the various cultures represented by our ELL students' population. We have a small library of Spanish lan

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

Rosetta Stone

Brain POPESL

The ESL program is using Rosetta Stone, since the New Commers will be able to use it independently.

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

Achieve 3000 will be discontinued.

Achieve 3000 is an integrated Reading program that measures the students' reading proficient level and prescribes a daily reading and writing assignment. The ELLs students, especially the intermediate students get very frustrated with the program due to their poor ability to comprehend and read the selections. They also get frustrated with the writing assignment that the program ask of them.

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

The P.S. 399 ESL program is an integral part of the school community. It is a safe haven for the students as well as for the parents. ELLs are afforded equal access to all school programs in P.S. 399. They are part of the Robotics team, Tap Dance group, Chess team and all other activities of the school. We promote cultural awareness through various school-wide activities. Therefore, our School Library contains reference books for the various cultures represented by our ELL students' population. We have a small library of Spanish language books. We are in the process of including other languages in our School Library. In addition, Project Arts continues to bring music and dance performances by Young Audiences and other multicultural groups. These programs give the ELL students an opportunity to share many aspects of their culture with the school community. Our School celebrates different cultures during the Rainbow Festival, where classes present dances, foods and cultural display from one of the countries they have been studying.

School Transition Support to Middle School

Staff and parent support is provided by the Articulation Dinner which promotes a smooth transition from 5th Grade at P.S. 399 to top middle schools. The middle schools send representatives to this dinner who provide information regarding their specific programs.

The ELLs also participate in the TITLE III Afterschool program where they receive enrichment in reading writing and mathematics.

10. The technology Lab uses Star Fall, Kids Spiration, Mastering Numeration, Jump start, Tutor and other software that helps develop reading and math skills. The Math Lab and Science Lab involve the ELLs students as well as the rest of the school population in rich hands on experience.

11. Native Language is supported by the use of Haitian Creole dictionary, oral translating in Spanish or in Haitian Creole

and calling the Translation and Interpretation Unit at 718 752 7373 ext 4.

12. The SBST team, the Speech teacher as well as the Resource room teacher, renders services to the ELLs students with IEP.

13. The new comers in Kindergarten that register during the month of March receive a learning package with sight words, numeration and letters. New comers that have been attending the school also receive a package during the vacation period. Students that have internet would be able to work with RAZ -Kids during the Summer vacation.

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

Raz-Kids

Brain-Pop

Brain Pop ESL

IXL

Rosetta Stone

Math Playground:

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

All content areas are delivered in English. For beginners that are able to read in their native language, a translation application is usually used on an IPAD. For students that are beginners and are not readers in their native language oral translation is used (when possible) using their native language as a mean to scaffolding learning.

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

The required services supports, and resources corresponds to ELLs ages and grade levels is supported at P.S. 399. There is a great emphasis in the school, for instruction designed based on the data found in assessments. Programming, scheduling, materials, services ,and support for our students are all designed with age, grade level and need of the students.

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.

N/A

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

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

The ESL teacher participates in the school CORE curriculum professional development as well as the staff development recommended provided by the network.

The Literacy Coach, Math specialist and Technology Specialist articulates with teachers, on the use of hands-on and manipulative materials. These strategies help to facilitate instruction for the ELL learners. On-going communication between the English as a Second Language Teacher, Classroom Teachers, Literacy Teacher, Literacy Coach and Math Specialist also promote learning.

The school Staff Development schedule includes workshops and activities that expose teachers to methods that can be used to meet the needs of ELL students. The English as a Second Language classroom is a resource center with ongoing articulation with the classroom teachers. The classroom teachers are invited to borrow ESL materials from the ESL room and they are invited to observe ESL methodology been implemented. All Staff Development and workshops are file in the office.

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?

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

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

September	- Curriculum Meetings Grades K-5 How to use ARIS English as a Second Language Parent Orientation Meeting Grades K-5
October	Family Day
October	TITLE I Meeting Writing Workshop for Parents Reading Meeting;How to Help Your Child
November	Grade 5 Articulation Day Immigration Workshop Technology Workshop
November	TITLE I Meeting/ ARIS Parent Link
December	Tuition Free Academic Program ARIS Parent Link Writing Workshop Testing Workshop
January	Diabetes and Obesity: Early Detection Parent/ Child Math Evening
February	ELA Prep Math Prep
March	How to talk to Kids SO Kids Listen, How to Listen SO Kids Can Talk Sleep Deprivation and Children
April	Parenting Skills Development/ DNA and Child Support
May	Conflict Resolution
June	Parents' Breakfast

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.

N/A

Part VI: LAP Assurances

School Name: P.S. 399

School DBN: 17399

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marion Brown	Principal		11/14/13
Michelle Hogan	Assistant Principal		11/14/13
Rafaela Fulton	Parent Coordinator		11/14/13
Carmen Strachan	ESL Teacher		11/14/13
	Parent		11/14/13
Sherice Thomas	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
Natasha Radix	Coach		11/14/13
Natasha Holman	Coach		11/14/13
Rochelle Jeffers	Guidance Counselor		11/14/13
Margaret Struk	Network Leader		11/14/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17k399 School Name: Stanley Eugene Clark

Cluster: 5 Network: 551

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

Part A: Needs Assessment Findings

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

The parent language preference form, the Home Language Survey form, and the language the parents use to articulate with the staff are the data used to assess the school written translation and oral interpretation needs. P.S. 399 ensures that all parents are provided with appropriate and timely information in a language they can understand, during registration, Parent Orientation Meetings, ESL Orientation Meeting, PTA, Parent Teachers' Conference and Grade 5 articulation. Oral translation is provided to the parents of ELLs, as needed. This oral translation is facilitated by the ESL teacher and a paraprofessional, the parent Coordinator, a school aide as well as volunteer parents. When written translation is necessary, the office of translation and Interpretation unit is contacted in a timely manner. The most common translation service used in our school in languages other than English, Spanish, and Haitian Creole is over the phone translation.

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

The major findings of the school for the need of translation is reported by the staff observation, when they are conferencing with the parents and the language preference form that is filled at registration. As parents become part of the P.S. 399 School Family, they voice their needs to the administration, the staff or other parents. There is an ongoing open door policy at P.S.399 where parents express their needs to the administration and the parent coordinator. Key documents are downloaded and copy from the Translation & Interpretation Unit at 45-18 Court Square, NY 11101 Parents' language preference is also indicated in the NYC Dept. of Education Language Preference form.

Part B: Strategies and Activities

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

During registration parents fill out the Translation and Interpretation questionnaire. Most parents prefer letters, notices, flyers, consent forms or parent handbooks to be given to them in English. If they have any questions they usually get an over-the-phone interpretation.

Parents and students of English Language Learner (ELL) have significant communication challenges impacting their lives. P.S. 399 have established a climate that encourages growth in cultural responsiveness, and sensitivity. It is helpful for an interpreter to be available in the school for the parents. This provides immediate communication and reduces misunderstanding. Presently there are speakers of Spanish and Haitian Creole in the school. If another language is needed, we usually ask a volunteer parent or call the Department of Language Translation and Interpretation Services at the Department of Education, or work with a Department of Education vendor for translation.. Most of the P.S. 399 translation services are oral, since most of our parents are not literate in their native language. Oral translation allows them to ask questions, and give opinions about specific matters.

Most parents ask for this service over the phone during the zero hours or after school. Since the Department of Education provides most forms in a language other than English, we download most of the forms needed. The central offices of the Department of Education has documents which are distributed to the parents. Most of the major forms needed are:

- *all registration, application,
- *standards and performance (e.g., standard text on report cards);
- *conduct, safety, and discipline;
- *special education and related services; and
- *transfers and discharges forms .

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

The majority of the parents indicate on the Language of Choice questionnaire, given to ELL parents during registration, that they prefer written information in English. P. S 399 will continue to have an open door policy for translating and explaining homework, flyers, application etc. This service is render before, or after school, in person, or over the phone. Parents in need of translation services prefer to receive oral translation. The oral traslation service is provided by teachers, paraprofessional, and volunteer parents.The school has posted in a conspicuous location near the primary entrance signs which indicate that there is traslation languages, and interpretation services available in the school.

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

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





Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<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: <u>Stanley Eugene Clark Elementar</u>	DBN: <u>17K399</u>
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: <u>10</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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: The proposed program's objective is to help new-comers and beginner proficiency level ELLs. Participants have either arrived recently to this country or have very little time in an all English classroom setting. These students have a wealth of background knowledge but lack the vocabulary needed to be able to participate in class discussions.

This program will focus on increasing basic, as well as content-based, vocabulary. It will be taught in themes to allow students multiple opportunities to use the vocabulary. Additionally, a focus will be placed on ESL strategies and scaffolds to assist students with phonics and reading in order to empower students to be able to assist themselves in their own learning while in the mainstream classroom. The objective is that by the end of the program, students will be able to use 3-4 reading strategies independently in their general classroom. These supplementary services will help to shorten the silent phase, boost students' confidence and, consequently, participate more in their general education class.

This program will serve a total of 10 students. Participants will range from first through fifth grades and focus on the students who have extremely limited English vocabulary and who are not able to identify the sounds of the letters nor blend the sounds to read new words in English. Instruction will be provided in English, using a plethora of visuals and images to aid in comprehension. The program will take place after school, from 3-5pm, two times per week, Wednesdays and Thursdays. When sessions fall on a day that there is no school, make-up sessions will be provided on a different day during that week. Six students are in first grade, two student are in third grade, and two student are in fifth grade. The program will begin on January 7, 2015 and end on June 18, 2015.

The teachers for the program will consist of: one ESL teacher, who is certified in ESL; one content area Math teacher, who has a general ed/common branch license but is the school's math coach and has a Master's in Math; and one general ed/common branch license teacher who has certificates for completing various art workshops. Sessions will be 2 hours long, two days out of the week. Every 3rd week of the month, both the Wednesday and Thursday sessions will be taught collaboratively between the ESL teacher and the school's Math Coach who has a common branch license and has a Master's in Math. We will plan lessons together to integrate the Math concepts into the ESL lessons such as creating math stories and using Math language objectives for solving math problems. Every 4th week of the month, both Wednesday and Thursday sessions will be taught collaboratively between the ESL teacher and the general ed/art teacher. We will integrate art into the given theme of the month such as creating picture story books, using language and illustrations to tell and illustrate a story or create a digital story. All other sessions will be taught solely by the ESL teacher.

Part B: Direct Instruction Supplemental Program Information

The breakdown will look like this: 1 ESL teacher 44 sessions at 2 hours per session = \$51.51 x 88 hours = \$4,532.88 PLUS 1 content area Math teacher and 1 general education teacher 4 hours each per month = 8 hours total per month for 6 months = 48 hours total x \$51.51 = \$2,472.48. The total per session (\$4,532.88 + \$2,472.48) = \$7005.36 = 63% of the funds for direct instruction.

The ESL teacher will use Language Power, a differentiated, thematically-based, and age-appropriate instructional resource. Two kits will be ordered: the K – 2 and the 3 – 5 version. The program provides rigorous instruction in the four language domains. \$470 per kit x 2 = \$940. \$300 worth of art supplies which will be based on the subjects/themes that will have been covered by the ESL instructor. \$300 for math manipulatives. Additional resources that are rich in illustrations are RosettaStone which is \$300 and Time For Kids which will be \$40. Total for supplies = \$1,880 = 17% of the funds for supplementary instructional materials.

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: The ESL teacher, Carmen Kimper, will attend professional development sessions provided by the Department of ELLs. Then, she will turn-key the information to the rest of the staff inside the building. Aside from the ESL teacher, no other teacher on staff has an ESL or Bilingual extension/certificate. She is the only Title III teacher in the school and will be providing PDs to the all the other mainstream classroom teachers in the school, many of which have ELLs in their classrooms. In conversations with the general ed classroom teachers, the ESL teacher has learned that there is a need and an interest in learning more about ESL strategies that can be immediately implemented in their daily teachings. Three professional learning workshops will be offered. One workshop will be titled Scaffolding for ELLs and will be offered on December 23rd. One workshop will be titled Reading Strategies for ELLs and will take place on March 3rd. One workshop will be titled Building Vocabulary and will be offered on May 5th. Each of these workshops will take place at 3:30pm during the school's PD hours Tuesdays. Each of these workshops will be taught by the school's ESL Teacher/Coordinator and all teaching staff from grades k-5 will participate.

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

Part D: Parental Engagement Activities

Begin description here: The ESL teacher, Carmen Kimper, will join forces with the Parent Coordinator, Ms. Fulton, to provide information sessions for parents of ELLs. As many of the parents are new to understanding and working with the New York City public school system, informational sessions will take place to familiarize parents with the skills that their children are expected to have to be able to succeed academically. Parent sessions will also teach parents how they can assist their children eventhough, they, themselves, do not speak fluent English. Topics to be covered include finding the main idea of a text, summarizing, retelling, exposing and increasing vocabulary and knowledge in the native language, and using online resources. The workshops that will be offered are as follows: How I can help my child access the common core taking place December 22nd at 9am. Reading Strategies for Parents of ELLs taking place February 7th at 10am. How to Integrate Math in your Everyday Lives taking place March 30th at 3pm. Each of these sessions will be offered in collaboration with the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

