

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K384

School Name:

P.S. /I.S. 384 FRANCES E. CARTER

Principal:

PHYLLIS RAULLI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Frances E. Carter School Number (DBN): 32K384
Grades Served: Pre K - 8
School Address: 242 Cooper Street
Phone Number: 718-574-0382 Fax: 718) 574-1364
School Contact Person: Phyllis Rauli Email Address: prauli@schools.nyc.gov
Principal: Phyllis Rauli
UFT Chapter Leader: Frank Nieves
Parents' Association President: Angela Miguel
SLT Chairperson: Otniel Rosario, Frank Nieves
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue Brooklyn, N. Y.
Superintendent's Email Address: ldruck@schools.nyc.gov
Phone Number: 718) 574-1100 Fax: 718) 574-1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Room 501
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718- 225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Phyllis Raulli	*Principal or Designee	
Frank Nieves UFT Chapter Leader Designee	*UFT Chapter Leader or Designee	
Angela Miguel	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Angela Miguel	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marilyn Cruz	Member/ CSA, Assistant Principal	
Theresa Luck	Member/ UFT	
Raquel Del Rosario	Member/ UFT, Financial Officer	
Otniel Rosario	Member/ UFT	
Natividad Bayona	Member/ Parent	
Maria Luna	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yudelka Taveras	Member/ Parent	
Angela Miguel	Member/ Parent, PTA President, Recorder	
Jennifer Colberg	Member/ Parent	
Martha Bayona	Member/ Parent	
Sobia Karim	Member/Parent	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 384 is a Pre K – 8 school that serves approximately 694 students in District 32, Bushwick , Brooklyn.It has met its state accountability requirements and is designated as a school in "Good Standing." As a member of Brooklyn North under the direction of Magda Dekki, PS/IS 384 is characterized as a Title I school with a poverty level of 100% based on the school's designation as Universal Free Lunch.

The Vision of PS/IS 384 is as follows: PS/IS 384 prepares our students for the future by instilling in them the knowledge, skills, and attitudes needed to be successful in the 21st century. We seek to enable our students to be goal oriented, critical thinkers who can communicate information and develop positive solutions to problems. PS/IS 384 builds confidence through involvement in a challenging and nurturing environment.

The Mission of PS/IS 384 is as follows: To afford all students the opportunity to achieve academic excellence and personal growth through a rigorous and collaborative environment. The administration, staff members, and parents have a genuine commitment in ensuring that every child will master skills aligned with the Common Core State Standards. The dedication of school personnel and parents is critical to inspiring in the students of PS/IS 384 an appreciation of the need to work diligently to attain personal goals. Through a nurturing and active learning environment, students will develop into conscientious decision makers and active members of their community.

A significant accomplishment of PS/IS 384, demonstrating *Rigorous Instruction*, is the 73% of 8th graders who participated in taking The Living Environment Exam earning high school credit through Regents classes. This enabled the school to be designated as 'Exceeding the Target' in this area.

Perhaps the most noteworthy feature of PS/IS 384 is the culture of collaboration, trust, and support that exists across and among all levels of adults and students. During this school year, integrated into the students' schedules, is a Character Education Program made possible through the collaboration between our guidance counselors and administration who conduct the sessions. The goal of this program is to enhance the feeling of *Trust* and *Supportive Environment* for our students. This special time also allows classroom teachers and other staff the ability to provide Response to Intervention (RTI) to individual and small groups of students.

Demonstrating *Strong Family and Community Ties*, our PTA conducts tireless outreach to provide resources to support the students' academic and social development. This year through the PTA's outstanding efforts, the school has adopted a uniform shirt that has been embraced by our neighborhood families. It has enhanced the tone of *Trust* and *Supportive Environment* in our learning environment, especially since even our teachers and administration have elected to wear the uniform one day each week.The PTA has assisted us with a Parent Monthly Newsletter.

Additional partnerships with Community Based Organizations have supported the physical and emotional well-being of the students. Such partnerships include the Beacon Program, which provides a structured setting for after school supervision, and the Bushwick Mental Health Center that provides tools for behavioral and emotional support to parents and students.The Parent Coordinator is an active liaison between the home and school in providing and setting parent workshops that meet the needs of our school community throughout the school year.

The Data specialist Teacher will again participate in a "Pencil Partnership" for this school that enabled students to participate in a mentoring program. The result of this partnership is a school website, www.ps384nyc.wix.com/home. which is a collaboration of students,faculty and administration.

Through this school's participation in the Chancellor's Initiative for Middle School, there are many enrichment programs in place after school, through which teachers instruct students in ballet, dancing, guitar, robotics, and School Leadership. The gym teacher implements the CHAMPS Program which enables middle school students to play volleyball, basketball, and tennis. These programs are also accompanied by an academic Sports and Arts in Schools Foundation (SASF) after school program. A new initiative this year will be the implementation of Teen Thursday, a multicultural experience affiliated with the Historical society. This multi-cultural experience will be supervised and moderated by our Assistant Principal.

This year's instructional focus will concentrate on 'Assessment to Drive Instruction' and utilize RTI strategies. A new 'Assessment Plan' has been written and will be implemented throughout the year. It is an initiative to be accomplished through *Effective School Leadership* and *Collaborative Teachers*. The goal of this new focus remains academic advancement through *Rigorous Instruction* for all, and in particular for the lowest performing students.

A distinctive feature of PS/IS 384 is its school culture, which was designated as an Area of Celebration in the Quality Review Report. According to the QR Report, PS/IS 384's "staff is well aware of the school's goals to improve classroom practices and accelerate student achievement, and families understand what their children need to accomplish to be successful at their next level of learning.

In conclusion, the policies and actions of PS/IS 384 are reflected in the following statement:

"No school can work well for children if parents and teachers do not act in partnership on behalf of the children's best interests."

32K384 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	685	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	10	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	82.2%	% Attendance Rate		93.1%
% Free Lunch	78.7%	% Reduced Lunch		0.3%
% Limited English Proficient	20.8%	% Students with Disabilities		18.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		16.9%
% Hispanic or Latino	81.2%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	0.4%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.15	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		10.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.7%	Mathematics Performance at levels 3 & 4		20.4%
Science Performance at levels 3 & 4 (4th Grade)	90.9%	Science Performance at levels 3 & 4 (8th Grade)		45.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		75.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As stated in our School Quality Snapshot, we have made progress in closing the achievement gap. Students with special needs have demonstrated a fair improvement on the state mathematics and ELA assessments compared to other students who scored at the same level the previous year. However, our Quality Review Report informed us that strategic scaffolds and high quality multiple entry points into the curricula vary across subject area, particularly for English Language Learners (ENLs) and students with disabilities (SWDs)

In response to the information above, data analysis was conducted utilizing our 2014-2015 mid-year assessments. The average percent of students to achieve proficiency on the ELA assessment was 50%. The average percent of students to achieve proficiency on the Math assessments was 47%.

Also from the data below, we noticed students performed better in ELA than math on a Study Island assessment:

ELA

Grade 6 – 75% of students scored above 55%

Grade 7 – 66% of students scored above 55%

Grade 8 – 58% of students scored above 55%

Math

Grade 6 – 21.6% of students scored above 55%

Grade 7 – 0% of students scored above 55%

Grade 8 – 13% of students scored above 55%

According to the 2014-2015 New York State Exams, our 5th and 7th grades improved in the number of students achieving levels 3 and 4 in ELA.

In Math, several grades improved in the number of students scoring levels 3 and 4. There was an increase of approximately 8% in 4th, 4% in 5th, 3% in 7th and 11% in 8th. We identified two trends in math across the last three years. Our fourth graders score significantly higher than the third grade on State exams, however they drop in proficiency again in seventh grade.

Overall our proficiency in both ELA and Math was reported at 19.5%, slightly below 2014, however meeting the AYP for this past school year.

We concluded that *Rigorous Instruction* in math should continue to be the priority of PS/IS 384. We further decided to focus on assessment to drive instruction in all content areas in order to respond more effectively to the needs of our students throughout the year.

Rigorous Instruction reported on The New York City School Survey Report indicates that 88% of students, parents and teachers collectively agreed that the school provides Rigorous instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will demonstrate fluency, application, and conceptual understanding as evidenced by a 5% increase in the number of students scoring at Proficiency on the New York State Common Core Mathematics Assessment in grades 4 -8.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Implementation of the following instructional programs that are intellectually rigorous:</p> <ul style="list-style-type: none"> • Formulation of school wide Instructional Goal: Assessment in Instruction • Drafting and implementation of the School Wide Assessment Plan to cohesively monitor progress and respond to student need • Assessment will drive instruction utilizing Multiple Entry Points into the curriculum 	<p>Classes in Grade K-8</p>	<p>9/15-6/16</p>	<p>Administration, classroom teachers in grades K-5, Math teachers grades 6-8.</p>

<ul style="list-style-type: none"> • Continue to implement <i>GoMath!</i> in grades K-8 with a focus on "Check for understanding' during implementation of the lesson • Continue to implement the Robin Hood Foundation Grant <i>High Fives</i> in Kindergarten. This is the sequential program after <i>Pre-K Counts</i>. This grant has provided our students with a solid math foundation through research-based instruction that is supported with targeted professional learning opportunities. • The samples of the 2015 New York State Common core Mathematics Assessment will be distributed to teachers in grades 3-8. Teachers utilize these samples in designing math lessons that align with the problem solving strategies and concepts embedded in the spring state assessment. • Exemplars are utilized for math tasks in all grades. • Instructional Focus on the Common Core "Power Standards" in Mathematics as appropriate for each grade. • <i>GoMath!</i> Baseline assessments will be administered in September • After administration of the baseline, Teachers will highlight areas that will require special focus. Collaboratively teachers will devise strategies to address these needs before moving on to new concepts. • Tier II targeted students are provided small group RTI instruction • Utilize rubrics from the New York State Common Core Mathematics assessment to set up and grade assignments. These rubrics include teacher formulated "Next Steps" to support academic growth. • Technology is utilized to support and enhance instruction through the use of SMART Boards, ELMOs and projectors. • Students engage in Peer Evaluation as appropriate. • The SASF program supports academic rigor with an after school program incorporating readiness for NYS regents exam in The Living environment. • The SASF program provides an academic Math program for grades 6-8. 			
<p>2. Strategies to address the needs of students with disabilities, English as a New Language (ENL), and other high-need subgroups (e.g. overage/under-credited)</p> <ul style="list-style-type: none"> • Analyze the data from Excel spreadsheets in the School Quality Guide and from State exams to identify the performance in math by students designated as lowest third. 	<p>ENL students, ICT, students, Students with disabilities (SWD)</p>	<p>9/15-6/16</p>	<p>Classroom teachers, ENL teachers, Special Education Teachers, Librarian, cluster teachers and administrators.</p>

<ul style="list-style-type: none"> • Generate the current list of students in the lowest third in each class. • ENL, AIS and SETSS teachers provide push-in/pull-out support in Mathematics. • Utilize Open Book, a technology based program for ENLs that supports the language development and comprehension skills necessary for understanding and solving word problems in mathematics. • Utilize the protocol School Leader and Teacher 1:1 Learning Focused Meeting so that the assistant principal participates in a one-to-one meeting with the classroom/Math teacher to direct particular attention to the students in the subgroups and their instructional areas of need. • Utilize Professional Learning Communities to formulate targeted instructional practices that are reflected in lesson plans. • Teachers participate in ongoing professional learning through school level Monday afternoon PD sessions. • Teachers refine the curriculum to provide targeted instructional support. • Self-contained special education classes follow the curriculum with teacher scaffold supports. • Maintain an after school academic instructional program in grades 2-8 for all students. Program students in each grade level to be strategically grouped to ensure targeted instruction in math. • Enroll students in Khan Academy. • Continue to implement Cookshop in grades K-3. this program fosters the understanding of mathematical concepts inherent in preparing food for consumption through tactile learning. • The school library sponsors two Scholastic Book Fairs, in the fall and spring respectively, where books specifically recommended for English as a New Language Learners (ENLs), are available for purchase. Books with a focus on math concepts and problem solving are available for purchase. • The Book Fair also offers some texts in Spanish so beginner ENLs have access to rich texts. Access to these texts enables their parents to support their learning. 			
<p>3. Strategies to increase parent involvement and engagement.</p> <ul style="list-style-type: none"> • During the School Leadership Team (SLT) meetings information is presented about the math program, after school academic and enrichment programs, and any other current instructional information. All 	Classes in Grades Pre-K -8	9/15-6/16	Administration, Parent Coordinator, Classroom teachers and PTA

<p>instructional concerns are addressed at the SLT level.</p> <ul style="list-style-type: none"> • In September the parents/guardians of students in grades 3-8 will be advised and encouraged to access a detailed written explanation of their child's performance on the New York State Common Core Assessment in Math. • Teachers will utilize the Parent Engagement time on Tuesdays to meet and/or phone conference with parents regarding their children's progress in class. • Outreach will be conducted to ensure parent attendance at conferences scheduled four times per year. • The PTA is an integral part of the school. Their activities are publicized in a school newsletter and supported by the administration, faculty and staff. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The resources are as follows:</p> <ul style="list-style-type: none"> • The professional learning community is made up of teacher teams that are set up by grade or content area. . • Scheduling of common prep times ensures common planning time for teachers • SETSS Teacher and IEP Teacher support classroom instruction • Technology Teachers implement technology based programs, such as Open Book Khan Academy and Scholastic Bookflix and Moby Max • Common Core aligned programs GoMath! and ReadyGen have been purchased for instruction <ul style="list-style-type: none"> • Fountas & Pinnell's latest edition of Benchmark Assessment has been purchased for the 2015-2016 school year. • Robin Hood Foundation Grant for a selected group of High5s Kindergarten students • Purchase and Installation of SMART Boards • Purchase of two new computers of the Guidance Office • To especially support our students who frequently experience economic hardship, this school does the following: <ul style="list-style-type: none"> o Distributes back packs with school supplies o Pays for instructional trips for students in financial need

- o Partners with local organizations to distribute meals for Thanksgiving and Christmas
- o Partners with local organizations to participate in Toys for Tots
- o Partners with TWION to receive winter coats for students in need
- o Partners with schools to receive winter hats, gloves and scarves for students in need
- Provides uniform shirts to students in temporary housing
- Pays for a celebration for parents and their child who maintains 100% Attendance for the school year

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, students will demonstrate fluency, application, and conceptual understanding in math as evidenced by a 2% increase in the number of students scoring proficient on the Benchmark Mathematics Assessments

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Quality Review Report 2014-15 School Culture

- Findings : School leaders consistently convey high expectations to staff through the Danielson and professional learning sessions. Family engagement sessions help parents understand their children’s progress in school and communicate expectations connected to college and career readiness.
- Impact: The staff is well aware of the school’s goals to improve classroom practices and accelerate student achievement, and families understand what their children need to accomplish to be successful at their next level of learning

Analysis of the 2014-2015 New York City School survey shows:

- 87% of students feel that their school offers enough of a variety of programs, classes and activities to keep them interested in school.
- 89% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.
- 92% of students feel that the teachers treat the students with respect.
- 93% of responses regarding *Supportive Environment* were positive

Analysis of Quality Review 2014-2015 shows area of need:

- An Area of Focus is QR Indicator 1.2 Pedagogy "...strategic scaffolds and high quality multiple entry points into the curricula vary across subject areas, particularly for English language learners and special education students, and provided few opportunities reflecting student ownership in discussions."

Analysis of the above data shows that while the school's nurturing environment and rigorous curriculum support student learning, effort must be directed toward ensuring strategic scaffolds and consistently implementing multiple entry points in all areas across all grades. In order to accomplish this we have adjusted our Instructional Focus to Using Assessment in Instruction. This will drive our staff to more effectively monitor and respond to student needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, assessment in instruction will be evident in 90% of the classrooms, as measured by 90% of teachers obtaining an effective, or highly effective, for Assessment in Instruction (3d) on the Danielson Rubric as evidenced in Advance.

● **Part 3 – Action Plan**

<p>Research-based instructional programs, professional learning, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> • In order to fully support the annual goal of assessment in instruction, we have created and implemented a comprehensive school wide assessment plan by grade, subject area, and differentiated for ENL students and SWD. • Monday professional learning sessions support teacher understanding of assessment driven instruction through turn-key of information by administrators and peers. • Teachers collaborate with grade level and vertical teams to analyze data and determine areas of strength and need. • Teachers pre-assess their students knowledge of skills and subject matter in order to create lessons that fill gaps, address needs and enrich learning as needed. • Teachers differentiate lessons based on assessment to address misunderstandings, provide multiple entry points and include various modalities of learning. • Teachers weave monitoring of students learning into their daily lesson plans by utilizing checklists, Quickcheck questions, or exit slips. • Addition of the Fountas & Pinnell Benchmark Assessment system to provide teachers in grades K-5 with sufficient information about their students in order to plan scaffold lessons accordingly. • Teachers will utilize the Professional Period, if selected, to provide RTI services to identified students. • A "Character" assembly program is regularly scheduled for students in grades K-5 • Students will participate in special assemblies to support a safe school environment given by The Harlem Globetrotters and Apple Core. • Administration and students will continue to participate in trips that enhance curriculum, providing multiple entry points and modalities of learning 	<p>Teachers and students in Grades K-8</p>	<p>9/15-916</p>	<p>Administrators, Classroom Teachers in Grades K – 5, Content area teachers in grades 6 – 8, Cluster Teachers</p>

<ul style="list-style-type: none"> • There is a uniform grading policy for primary grades, elementary grades, and middle school grades. • Teachers hold students accountable for homework and provide easy access to instructional materials missed due to absence. • Teachers utilize any available time after class to engage their students in small group and/or individual discussion, thereby providing them with a supportive atmosphere to take ownership of their learning. • Project Wisdom enters its fourth year of implementation with its mantra: “Make it a good day or not. The choice is yours!” • The Guidance Counselors facilitate small group interactions to resolve conflicts and address interpersonal issues. • Teachers use a variety of strategies to increase student ownership of their learning: <ul style="list-style-type: none"> ○ After collaborating with the teacher, students generate their own goals. ○ Students’ work is graded according to a specific rubric that is apparent at the beginning of the task. This provides transparency for the students and a tool for peer evaluation. ○ “Next Steps” are always generated in individual conferences between teacher and student. ○ Teachers are committed to a “risk free” environment in the classroom so that students are at liberty to express their responses to materials read and discussed in class. ○ Lessons are planned so that students work collaboratively. ○ The seating arrangements in classrooms foster student collaboration. • The PTA assists in creating school spirit which creates a positive learning environment by sponsoring Crazy Hair Day, Dress To Impress, Crazy Sock Day, and school dances • The PTA conducts various fundraisers to support student activities and educational needs. 			
<p><i>Strategies to increase parent involvement and engagement:</i></p>	<p>Parents, Teachers, Row ► Administrators, Parent coordinator</p>	<p>9/15 – 6/16</p>	<p>Parent Coordinator, Classroom Teachers,</p>

<ul style="list-style-type: none"> • Parents receive information about their child’s performance on New York State Assessments • Parents and teachers maintain daily communication through monitoring plans, if there is demonstrable need for this • During Tuesday afternoons Parent Engagement Time, parents are contacted and /or attend meetings with individual teachers or grade level teachers. • Parents are also invited to class presentations during this time. • Parents are invited to any school program in which their children are recognized. During the Attendance Assembly students are recognized for 100% perfect attendance for the previous month. • Students with 100% attendance for the school year are invited with their families to a celebratory dinner at the end of the school year. • Parent Coordinator sponsors parent workshops to support children’s social and intellectual development. • A Guidance Counselor guides students and families through the high school admissions process through informational meetings and trips to high schools. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Computer Lab of Knowledge for technology based programs and assessments</p> <p>Administrative Staff will arrange for teachers to attend School-wide and DOE Professional Learning Opportunities (PLOs)</p> <p>Teachers utilize technology to monitor student progress Assessment Plan created to establish consistency and transparency, as well as to address quality Indicator 2.2 of the 2014-2015 Quality Review Teachers will utilize Common core aligned programs GoMath!, ReadyGen, and Code X, regularly monitoring student learning as per the Assessment Plan</p> <p>Schedule created to allow small group pull-out RTI</p> <p>Monday PD is set aside for assessment training</p> <p>Tuesday afternoon is set aside for Inquiry and Parent Engagement</p>

Guidance Counselors present and support a Character Program in conjunction with Assistant Principals

Parent Coordinator coordinates parent workshops on Common Core strategies in order to give them the resources they need to support their children

Attendance teacher to provide outreach and support

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 Assessment in Instruction will be evident in 45% of the classrooms as measured by 45% of teachers obtaining effective or highly effective rating for the Assessment in Instruction Indicator (3d) on the Danielson Rubric as evidenced in Advance

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the New York City 2014-2015 Survey the school received 91% positive responses regarding Collaborative Teachers.

According to the 2014-15 Quality Review Report regarding collaboration:

To what extent does the school...1.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?

Finding: Classroom practices reflect the use of instructional strategies such as student groupings, varied levels of questioning, and daily routines. However, strategic scaffolds and high quality multiple entry points into the curricula vary across subject areas, particularly for English Language Learners and Special Education Students, and provided few opportunities reflecting student ownership in discussions.

Impact: Teachers are continuously working to challenge students to work to their full potential thereby providing opportunities to engage in academic tasks that further promote higher order thinking skills and ownership of learning.

Needs Assessment: A needs assessment survey was conducted to identify the priority needs and concerns of all the faculty. Teachers have been asked to provide workshops of their expertise to address these needs and concerns.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 60% of the teachers will have taken part in an inter-visitation in order to observe RTI based on assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Every teacher is a member of a teacher team organized by grade at the elementary level and content area at the middle school level. • Teachers will receive information about protocols for professional collaboration. • Teachers will receive information about the protocols both for teachers meeting before inter-visitation, taking low – inference transcription notes, and conferring after the visit. • Information about all of these protocols will be provided by the three teachers who were trained in and received certificates from the Teacher Leadership Program • Each teacher team arranges its own schedule for inter-visitation and low inference transcription. • Teacher teams focus on the students in the “Lowest Third” to engage them in learning, scaffold their instruction, and improve their instructional outcomes. • Every Monday teachers participate in professional learning that provides teachers with resources in providing high-quality scaffolds for the ENL and Special Education Students. • Teachers turn-key information obtained from their participation in DOE sponsored professional learning sessions. • There is a Protocol for the Principal Reflection Tool where the team delineates its goals, assessments used, and protocols followed . Principal meets with individual teams on a rotating basis. 	<p>Classroom Teachers in Grades K – 5, Subject Area Teachers in Grades 6 – 8, Cluster Teachers</p>		<p>Teachers & Administrators</p>

<ul style="list-style-type: none"> • There is a protocol for the assistant principal to confer with teachers in the Assistant Principal: Planning for Teacher Support • ENL students and Special Education Students are represented on all Professional Collaborative Inquiry Teams 			
<ul style="list-style-type: none"> • A significant number of teachers have sought outside resources of their students. This has resulted in many teachers obtaining grants from Donor's Choose. • Teachers voluntarily participate in Brooklyn North Field Support Center Professional Learning. One ICT team is already attending "Using ICT Models to improve Writing instruction." They will conduct PD sessions to turn-key what they have learned. • Teachers attend Professional Training on their own time in order to improve pedagogy and staff knowledge. One teacher was chosen through a rigorous selection process to attend summer sessions to become certified as a Public PBS Learning Media Digital integrator and also received certification as a SMART Exemplary educator/TEQ Digital teacher. She will train the staff through peer group sessions. • Content Area Teacher records text in Spanish to enable newly enrolled students to access complex text. • Teachers utilize audio books for ENLs to hear the text while simultaneously viewing the text. • The school library contains a selection of Spanish Language books for ENLs. • The book fair also offers some texts in Spanish so that the parents of ENLs can actively promote literacy at home. • The school has also purchased dictionaries to accommodate the tiny fractional number of students coming from non-Spanish ENL backgrounds. • The ENLs and Special Education Students participate in all extracurricular activities. • Elementary grade ENLs Special Education Students and participate in Move to improve. • The ENL students and Special Education students in grades K-3 participate in Cookshop. This "hands-on" experience supports them in their language development. • Data spreadsheets have been created at each grade level detailing the academic information of every student on the grade. The ENLs at each grade level are highlighted as are their assessment scores and their participation in any support program. • If selected for participation, ENLs and Special Education students will participate in Teen Thursdays, a multicultural program at the Historical 	<p>ENL students</p> <p>ICT students</p> <p>Students in Self-contained special education classes</p>	<p>9/15– 6/16</p>	<p>Administration, Classroom Teachers, Cluster Teachers</p>

<p>Society. It is anticipated that this will support high quality student discussion.</p> <ul style="list-style-type: none"> • Teachers collaborate in a "risk free" environment. • Teachers feel free and confident to share instructional ideas and materials. • Teachers collaborate to help each other write to obtain grants in support of their instruction. Such collaboration among teachers is evident in the developing and writing of grants. • Several teachers will participate in Classroom Inter-visitations. • Teachers have common preps that enable them to plan together and share instructional strategies. • Teachers meet individually with their administrative supervisor (Assistant Principal-Planning for Teacher Support). This is a low stakes environment in which to share observed trends, teachers’ concerns, and ideas for student growth. • There is an “Open Door” Policy between administration and teachers. • There is an “Open Door” Policy between administration and teachers. 			
<ul style="list-style-type: none"> • Parent Coordinator sponsors parent workshops to support parents on issues that affect the academic and social lives of the students • The Parent Coordinator holds sessions of Cookshop for Parents • The Parent Coordinator makes connections with community based organization to provide material support for students in need. • The PTA works with administration and teachers to promote the organization of events that generate parent and student participation • The PTA works closely with Administration to involve parents in fund raising for enrichment of students’ school experience. • During the Tuesday after school Parent Engagement Time, it is planned to continue student presentations for parents, as was initiated in December, 2014. Teachers will utilize the Chancellor’s 40 Ideas for 40 Minutes . 	<p>Parents of Students in Grades K - 8</p>	<p>9/15 – 6/16</p>	<p>Assistant Principal who supervises Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers who attend out-of-building professional development will turn-key information to the staff.
- Brooklyn North Field Support Center provides education and support which will be afforded to all faculty.
- The Public Broadcasting System (PBS) will continue to support technology learning for our staff
- TEQ SMART will continue to support technology education and implementation in the school
- TLP Protocols for inter-visitation process will be implemented: Pre–visitation Conference, Visitation, and Post Visitation Conference.
- Assistant Principal will schedule the grade level common planning time and common preps for one-one teacher conferences.

Assistant Principal will schedule the visitations for Advance.

Monday Professional Development sessions and Inquiry Teams will utilize the Assessment Plan to monitor student learning and drive instruction.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 20% of the teachers will have participated in a classroom inter-visitation, as evidenced by the teacher teams’ record of low inference transcription protocols, in which they observe RTI based on assessment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Quality Review Report 2014-15:

- Area of Celebration is QR Indicator 3.4 “School leaders consistently convey high expectations to staff through the Danielson Framework for Teaching and professional learning sessions. The staff is well aware of the school’s goals to improve classroom practices and accelerate student achievement”
- Area of Focus is QR Indicator 1.2 Pedagogy “strategic scaffolds and high quality multiple entry points into the curricula vary across subject areas, particularly for English Language Learners and Special Education Students, and provided few opportunities reflecting student ownership in discussions. High quality extensions and supports such as visuals, manipulative materials and native language resources were not widely available to further engage English Language Learners and Students with Disabilities in their learning.”

According to the 2014-2015 New York City School Survey:

83% of parents responded positively to the statement: 'The principal at this school works to create a sense of community in the school'

96% of teachers responded positively to the statement: ' The principal at this school sets high standards for learning'

81% of teachers responded to the statement: 'At this school curriculum, instruction and learning materials are well coordinated across the different grade levels.'

Findings: While school leaders consistently and effectively convey high expectations for learning and achievement, there is a need for consistency in across grades particularly for ENL and SWD students.

In response, the administration conducted a Comprehensive Needs Survey of all the faculty to identify the priority needs and concerns. In addition, an Assessment Plan has been created to assure consistency across the grades in monitoring and responding to student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers qualified under ADVANCE will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in 90% of the teachers rating Effective for Using Assessment in Instruction. (3d)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • To provide maximum support and timely feedback to teachers, each Assistant Principal is responsible for a grade level: <ul style="list-style-type: none"> • Grades Pre K - 2 - Administrator- Ms. Cruz • Grades 3-5 - Administrator - Ms. Zito • Grades 6-8 - Administrator - Mr. Quinci • Administrators conduct formal and informal teacher observations and provide timely and targeted feedback, as visible in ADVANCE • In September, Administration compiles and distributes a Staff Handbook that highlights the Framework For Great Schools • There is timely feedback from supervisors following classroom visits. This promotes accountability for the expectations of the teaching framework. Observation reports and lesson snapshots promote teacher accountability in fostering high levels of student performance. • Spreadsheets in Data Room that provide an “at a glance” profile of every K - 8 student enrolled in this school. 	<p>Classroom Teachers in Grades K – 5, Content Area Teachers in Grades 6 – 8, Cluster Teachers</p>	<p>9/15-6/15</p>	<p>Administration</p>

<ul style="list-style-type: none"> • Principal protocols (Principal Reflection Tool , sheet for Data Analysis and Implications) for weekly meeting with various teacher teams and individual teachers • Assistant Principal protocols for meeting with teachers under their supervision. • Quick Check Sheets for tracking students’ performance in GoMath! • Administration has created an Assessment Plan in order to maintain an accurate and ongoing record of student learning in order to facilitate RTI • Administration provides Monday Afternoon PD sessions on staff identified needs and requested topics. • Administration has implemented a strategic plan to increase each classroom’s access to technology. SMART Boards have been installed in classrooms across the grade levels. • The Principal and Assistant Principals maintain an “Open Door” policy so teachers have the confidence to voice opinions and make suggestions • Administrators have protocols for meetings with teacher teams as well as individual teachers. • Administrators and guidance have collaborated to further support teacher efforts by implementing a Character Assembly program in grades K-5 in order to promote a positive learning environment as well as provide time for small group RTI. • Administrators monitor the teacher implementation of Tuesday Afternoon Parent Engagement • Administrators utilize Principal’s Weekly to search for grants and/or new initiatives to enhance student engagement and professional learning. The Principal’s Weekly is also shared with teachers for whom there is relevance. 			
<ul style="list-style-type: none"> • Instructional strategies provided to the teachers as feedback after observations benefit students in these groups. • Teacher participate in PL sessions in school on Monday afternoon and/or are sent to Borough Field Support sponsored PL that targets these students 	<p>ELL teachers, SETS teacher, IEP teachers. General Education Teachers of ICT classes</p>	<p>9/15-6/16</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal attends Brooklyn North and district Professional Development in order to be an effective manager
- Principal utilizes Galaxy to work at ensuring the school has high quality teachers and staff
- Principal works collaboratively with the administrative staff to program, monitor and maintain a high quality school
- The principal and assistant principals work collaboratively with teachers, para- professionals, and other staff to ensure Common Core standards are aligned to curriculum
- Professional Development is provided to all staff. Faculty is utilized to share expertise.
- Assistant Principals work with STARS to ensure accuracy of programming
- Assistant Principals monitor classroom instruction through Advance
- The Danielson Rubric is utilized to assure high quality instruction
- The Assessment Plan is followed to ensure effective monitoring and response to student learning

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in 45% of teachers rating effective and highly effective for component 3d. Assessment in Instruction

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Quality Review Report 2014-15:

- Parents stated that family engagement sessions held on Tuesdays offer opportunities to learn about their children’s needs and how to help them make progress toward course benchmarks and school expectations.

2015 New York City School Survey Response Rate

- 87% parent response rate
- 99% student response rate

98% of parents responded positively to the statement "there is an expectation that teachers communicate regularly with parents/guardians."

98% of parents responded positively to the statement 'teachers work closely with families to meet students' needs.'

96% of parents responded positively to the statement ' school staff encourage feedback from parents/guardians and the community.'

This data demonstrates a high level of parent involvement and satisfaction with PS/IS 384

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 85% of the students will have participated in an academic and/or social emotional enrichment activity with a member of their family, thereby supporting personal development and strengthening the student and family ties to the community. This will be measured by maintaining a rating on Student and Parent Survey responses that exceeds the City wide Average as indicated in the Framework for Great Schools Report for 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional learning , and/or systems and structures needed to impact change will be as follows:</p> <ul style="list-style-type: none"> • An SASF After School Program is to be implemented is grades 6-8 during which students participate in enrichment activities in the arts, literacy and physical education. • Student Council will continue. • An Academic After-School Program during which elementary and middle grade students receive targeted instruction in reading and mathematics will be conducted. • There will be a continuation of Book of the Month wherein every month students in grades K - 5 read a text that exemplifies altruism and/or positive character traits. In response the students write responses according to the Common Core Writing Standards. Students create a “character chain” to promote their own positive character development. There is a culminating celebration at the end of the school year. • There will again be a school wide Multicultural Celebration during the May Parent-Teacher Night during which parents, teachers, and administrators provide ethnic foods while the students, with the musical support of teachers, play instruments and sing popular songs. 	<p>Students in Grades 6 – 8</p> <p>Students in Grades K – 5</p> <p>Parents</p>	<p>9/15 – 6/16</p>	<p>PS/IS 384 Administration, SASF Administration, Teachers</p> <p>Guidance Counselors, Cluster Teachers</p>

- There will again be SASF student musical performances (during the school year and in June) to which parents are invited
- Primary grade parents will be invited to several performances by their children including Hispanic Heritage, and Winter Celebration.
- Career Day provides students the opportunity to meet with and talk to a variety of people from different occupations in the community.
- There are two Bilingual Certified Guidance Counselors to provide intervention and support for the academic and social/emotional needs of the students.
- The after school CHAMPS middle school boys and girls athletic program for volleyball, tennis and basketball will run from September through June.
- Students participate in an Anti-Bullying Program presented by The Harlem Globetrotters.
- During the regularly scheduled middle school gym periods, there will be a month's instruction in tennis since the Physical Education Teacher volunteered to participate in CHAMPS training.
- Saturday trips to local colleges for STEM initiative will continue.
- Move to Improve will be implemented in the primary and elementary grades. Teachers of the elementary grades participated in this training.
- Project Wisdom (Make it a good day or not. The choice is yours!) is ongoing.
- September marks the fifth year of implementation of Cookshop in Grades Pre K – 3 including *Cookshop for families*.
- Two book fairs, hosted by the librarian, are open to the public, to allow access to materials to support their children's education.
- The Boy Scout Troop will continue to meet weekly after school.

<ul style="list-style-type: none"> • This is the fifth year of the partnership with TWION (The World Is One Neighborhood), through which new winter coats are purchased and distributed to needy students. • The school will receive donated winter hats and gloves through a community outreach for our primary grade students. • Efforts will continue, with the assistance of the PTA, to have PS/IS 384 once again participate in the Toys for Tots Program . • The primary grades will continue their participation in Jumpstart’s Worldwide Competition to Read for the Record which will occur October 22, 2015. • The primary grades will continue their participation in the celebration of Dr. Seuss Day in March, 2016. • There is an end of year celebration for students with a record of perfect attendance. Parents participate with their children in this celebration. • PS/IS 384 partners with a faith-based organization whose members donate school supplies at the start of the school year and turkey dinners at Thanksgiving. • The PTA organizes and distributes a monthly newsletter to inform family and staff about school related issues and events. • The PTA are active participants in parent nights such as The Multicultural Night. • The PTA will organize and sponsor the annual School Field Day in the spring. 			
<ul style="list-style-type: none"> • The Annual Title I Parent Meeting will be held on or before December 1st of the 2015-16 school year to advise parents of children participating in the Title I program. This meeting is conducted in English and Spanish • Parents are invited to two performances by students in the SASF Program. • Parents are invited to Spanish Heritage Program in October, as well as to performances by individual grades throughout the year. • Fathers or guardians are invited to "Dad's Bring Your Child to School" day 			

- Participation in the "Adopt a Bodega" program to support healthy eating habits.
- An author visit is scheduled for Ida Siegal, who wrote *Emma is on the Air*, and *Party Drama* to read to the students and talk about her craft.
- The Parent Coordinator plans workshops to support parents in dealing with the social, immigration, and health issue that impact them.
- The Parent Coordinator plans workshops to support parents in their dealing with the contemporary challenges faced by their children.
- The Parent Coordinator serves as the liaison between parents and community based secular and religious organizations including Cornell University Nutritional Program, NYCID which aids migrant families, NYC Foodbank, CAMBA which assists with housing and the New York City Psychotherapy Center to assist families in crisis.
- All workshops are conducted in English and Spanish
- The Parent Coordinator maintains an Open Door Policy for parents.
- Eligible parents are put in contact with neighborhood faith based organizations so they can receive needed school supplies for their children and food for celebratory holidays.
- All school documents of critical importance are translated into the parents' native language. Language interpretation is provided during meetings and events as needed.
- There are plans to create a "Resource Guide" by the PTA in conjunction with staff and community members, which will be available to parents, and which contains resources within the community.
- There is a School – Parent Compact which clearly states the following:
 - School Responsibilities,
 - Parent/Guardian Responsibilities,
 - Student Responsibilities

<ul style="list-style-type: none"> • Teachers demonstrate respect for their students by volunteering to participate in programs (<i>Move to Improve</i>,) that benefit their students. • Teachers volunteer to accompany their students to after school enrichment programs. • Teachers volunteer to participate in Teen Thursdays , in which they are exposed to a multicultural experience through the Historical Society. • ATS generates the list of students designated as Temporary, Shelter, or Doubled-Up in housing status. These students receive priority for donations. • Parent Coordinator generates list to ensure most efficient distribution of school supplies, turkey dinners, and winter coats. It is ensured that ENLs and Students with Disabilities are included as recipients of these items. • ENLs and Special Education Students participate in all of the SASF and CHAMPS programs • ENLs and Special Education Students participate in Jumpstart’s Read for the Record and Move to Improve, addresses the learning styles of ENLs and Special Education students, for whom TPR is a successful instructional strategy • ENLs and Special Education Students participate in all of the SASF and CHAMPS programs 	<p>English Language Learners in grades K – 8, Students in ICT Classes, Students in Self-Contained Special Education Classes, Students</p>	<p>9/15-6/16</p>	<p>Administration, Teachers, Parent Coordinator</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • After school Program through Chancellor’s Initiative • Parent Coordinator to provide outreach and workshops for families • Community Based Organizations • PS/IS 384’s School Secretary to coordinate Toys for Tots • Teachers to organize the literacy celebrations, volunteer for programs, and organize the new winter clothing donations • SASF Staff to support enrichment • Administration

- Attendance teacher coordinates celebratory events relate to attendance
- Paraprofessionals support teacher and student efforts
- PTA raises funds and conducts outreach events
- PTA Title 1 Allocation plan to set aside funds for an ENL program for parents
- Guidance Counselors
- Schedules will be adjusted to allow for the maximum number of students to participate as appropriate
- Purchase of Books of the Month
- Purchase of SMART boards and other technology to be utilized during assemblies, and other community events

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 42% of the students will have participated in an academic and /or social emotional enrichment activity with a family member, thereby supporting personal development and strengthening the student and family ties to the community. This will be measured using the activities' attendance and/or sign-in sheets.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Score below NYS determined Scale Score number on 2015 NYS Common Core ELA Assessment Students' Guided Reading Level performance on Fountas & Pinnell	Finish Line New York Rally Understanding New York Ready New York CCLS ELA	Small Group	After School (pending funding) Saturday School (pending funding) During the Professional Period
Mathematics	Score below NYS determined Scale Score number on 2015 NYS Common Core Mathematics Assessment	Finish Line New York Math Rally Understanding New York Math and Common Core Ready New York CCLS	Small Group	After School (pending funding) Saturday School (pending funding) During the Professional Period
Science	<ul style="list-style-type: none"> • Performance on Grade 4 NYS Science Examination (gr 4) • MOSL Performance Task in Science (gr 6-7) 	Measuring Up	Small Group	After School (pending funding) Saturday School (pending funding)
Social Studies	<ul style="list-style-type: none"> • MOSL Performance Tasks in Social Studies Grades 6-7-8 	<ul style="list-style-type: none"> • Eastern Hemisphere Interactive Reader and Study Guide by Holt McDougal • Eastern Hemisphere Power Presentations with 	Small Group	After School (pending funding) Saturday School (pending funding)

		<p>Video DVD-ROM by Holt McDougal</p> <p>Thinking About Content Reading by Dr. Kylene Beers-Holt McDougal</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Information stated on students IEPs • Students who have been held over more than once • 8th Grade students • Students with Housing Status in ATS designated as Shelter, Temporary or Doubled Up 	<ol style="list-style-type: none"> 1. Social Worker ERSSA – Students 2. Guidance Counselor for Special Education - <ul style="list-style-type: none"> • mandated students and – approximately • crisis intervention students 3. Guidance Counselor for Regular Education – <ul style="list-style-type: none"> • High school application process and • On-line Occurrence Reports 	<p>Small Group</p> <p>One to One</p> <p>Class Presentations</p> <p>Large Group</p> <p>Small Group One –to – One</p> <p>Small Group: class size is approximately 10 students for 8 cycles. Each cycle is 6 classes.</p>	<p>During the school day</p> <p>During the school day</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Recruitment is accomplished by recommendation and word – of – mouth. The resumes are reviewed by the Selection Committee of Administrators and Teachers. There is focus on the quality of professional education and training as well as previous teaching experience and areas of demonstrated competence. Attention is also focused on finding a match for the culture of the school. There has also been recruitment of teachers from the ATR pool in instances where frequent observation of the teacher has shown him/her to be highly competent. • There is a thorough interview process conducted by the Selection Committee. The candidate then prepares and conducts a lesson observed by the Selection Committee. After the lesson, the Committee meets to share their notes, observations, and impressions. If necessary, the candidate is asked to prepare another lesson for observation. • The new teachers receive scheduled mentoring from a building based mentor teacher and support from the lead teacher at their grade level. If the new teacher needs support with the arrangement of his/her room, there is a colleague to provide it. The prep schedules are aligned for common preps. Therefore, there is ample time for planning and conferring about curriculum and students. The Administration conducts brief focused observations of the new teacher and provides targeted feedback using the Danielson Framework For Teaching Rubric. • Teachers receive assignments based on their content area expertise. Common Branch teachers are assigned to the grades in which they have shown their familiarity and/or expertise. However, there are times when the teacher – grade match is not optimal. In this case, much consideration is given to finding another grade placement. In most of the instances where this was done, the teacher went on to flourish in the newly assigned grade. • If there are teachers who are not Highly Qualified in the area to which they have been assigned, the Administration encourages and supports them in their efforts to satisfy the necessary requirements. The Administration maintains diligence in updating these teachers about DOE sponsored initiatives in this area. Under this initiative, one teacher satisfied the requirements for a Bilingual Extension while another obtained certification in ENL. Presently, there is one teacher who continues to work toward fulfilling the requirements for designation as Highly Qualified in ENL. • All teachers are encouraged to participate in all DOE sponsored professional learning, for example one ICT Team is currently attending Brooklyn North's Field Support Center's Professional Learning "Using ICT Models to Improve Writing Instruction." A teacher has also earned certification as a PBS Learning Media Digital Integrator and a TEQ SMART Exemplary Educator.

- Teachers are encouraged to pursue teacher leadership opportunities, as has been demonstrated by four teachers attaining certification as Teacher Leader through the Teacher Leadership Program (TLP).

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- The Professional Learning committee is in the process of acquiring new members. By the end of the current school year, they will have surveyed the teachers to determine their perceived needs and preferences for professional learning and their area of strength for presentation.
- The MOTP ADVANCE data will be analyzed to determine targeted professional learning for teachers.
- This information will also be utilized to inform the sending of teachers to DOE sponsored professional learning sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- There is a Universal Pre K program in-house.
- Children are offered a seat in the Pre K Program after parents complete an on-line application.
- Pre K teachers work under their Early Childhood License and have already taught in Kindergarten or Grade 1. Therefore, they understand the elementary school curriculum.
- Pre K teachers and their students participate in Cookshop which spirals into Kindergarten, Grades 1, 2, & 3.

- Pre-K students participate in Prep Period Specials such as Art, Music, and Library. This is a step toward integration with the entire school community.
- The Pre-K teachers confer with the Kindergarten teachers to ensure transparency and vertical alignment of curriculum.
- Teachers in Pre K meet in a professional leaning community to evaluate student work and formulate a plan for instruction that supports readiness for Kindergarten.
- During the June half days, teachers in Pre K and K confer as the records are passed up.
- PS/IS 384 is set to participate in the High Fives, the Kindergarten implementation of the Pre K Counts Program which was awarded to the school through a Robin Hood Foundation Grant and has been implemented for the past two years.
- In June Pre K students are supported in their transition to Kindergarten as follows:
 - Their teacher takes them on a walk throughout the school
 - They is an initial introduction to the cafeteria as the place for breakfast and lunch
 - They visit the Kindergarten classrooms
 - On one of the final days in June, they follow the Kindergarten schedule for the entire school day which means they experience an entire school day without naps or center time play.
 - There are on-going parent workshops to prepare parent/guardians for their child’s transition to Kindergarten and the implications of that transition.

4b. 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.

The following committees demonstrate that teachers participate in the decision making process:

- Professional Learning Committee is composed of teachers and the UFT Representative. The members of this committee have conducted a survey to determine teachers’ needs and strengths in the area of professional learning.
- MOSL Selection Committee is composed of teachers and administrators. This committee analyzed the 2013-14 MOSL data and selected the MOSLs for the current school year.
- Selection Committee is composed of teachers and administrators. This committee screens the resumes of possible teaching candidates, interviews the candidates, views the “demo” lesson, and makes recommendations about the hiring of potential teachers.
- Mentoring Committee is composed of teachers and administrators. This committee monitors the integration of new teachers into the life of the school and the process of mentoring for new teachers.

- Four teachers have received certificates as Teacher Leaders
- The Assessment Plan for 2015-16 was developed with the input from the staff.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	542,285.00		
Title II, Part A	Federal	104,623.00	X	
Title III, Part A	Federal	18,972.00		
Title III, Immigrant	Federal	0	X	3, 20, 38
Tax Levy (FSF)	Local	3,281,096.00	X	15, 20, 24, 27, 31 & 38

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **PS/IS 384**, 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 the school and the families. The 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 the school community. **PS/IS 384** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC)

PS/IS 384, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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: PS/IS 384 Frances E Carter Sch	DBN: 32K384
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>155</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here:

Rationale:

Although the results of the 2014 New York State English Language Arts Assessment showed that this school did make substantial gains in the proficiency levels of our ELL students, the supplemental program is needed in order to maintain our momentum in demonstrating significant growth in this essential population among all grade levels in which ELLs are present.

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

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

Subgroups and Grade Levels of Students to be Served:

Although the program is focusing on Newcomers, we will also have all English Language Learners in the program, including Long Term ELLs and SIFE students. One teacher will service two grades in grades 3-8, for a total of four teachers.

Schedule and Duration of After School Program:

The After School Program is held on Wednesdays and Thursdays from 2:30 pm - 4:00 pm and consists of 45 sessions beginning December 3, 2014 through May 21, 2015.

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

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

Language of Instruction:

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

Numbers and Types of Certified Teachers:

Four ESL or Bilingually licensed teachers will be providing services to groups of approximately ten - fifteen students in grades 3-8.

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

Types of Materials:

Supplemental materials such as Hampton Brown's Into English, Attanasio and Associates' Getting Ready for the NYSESLAT, Benchmark Education Company's Reading Instructional Goals for Older Readers and the OpenBook technology will enhance their current curriculum and provide assistance in Speaking, Listening, Reading and Writing.

Part B: Direct Instruction Supplemental Program Information

The Title III Saturday Program:

Subgroups and Grade Levels of Students to be Served:

The Title III Saturday Program consists of all Newcomer-Long Term ELL and SIFE students in grades 3-8. Classes will be combined as one teacher per two concurrent grades, beginning with grade 3. One teacher will teach a combined class in grades 3-4, grades 5-6 and grades 7-8, for a total of three teachers. In each class, the ELL students receive supplemental English Language Arts instruction that is aligned to the Common Core Learning Standards. They are provided with a curriculum that aligns the instruction with that of the regular school day in order to scaffold their learning. The ELL students are exposed to learning through various modalities: Through technology, students will be provided an auditory, tactile and visual means of instruction. CD players and headphones for books on tape offer an auditory means of instruction. This instruction aims to enhance students' listening, speaking, reading and writing skills and increases their achievement on the NYSESLAT, NYS ELA, and classroom performance tasks.

Schedule and Duration of Saturday Program:

The Title III Saturday Program starts at 9am and ends at 12:00pm. It consists of 20 sessions, grades 3 to 8 ELLs will be invited to attend and runs from December 6, 2014 until May 16, 2015. The students are assessed and grouped by proficiency levels. The group size for each class will be approximately fifteen to twenty students.

- Language of Instruction:

- As a school with an ESL only program, the language of instruction is English with Native Language supports.

- Types of Teachers.

- The Title III program will be staffed by ESL and Spanish Bilingual-licensed teachers.

- Types of Materials:

- Supplemental materials such as Hampton Brown's Into English, Attanasio and Associates' Getting Ready for the NYSESLAT, Benchmark Education Company's Reading Instructional Goals for Older Readers and the OpenBook technology will enhance their current curriculum and provide assistance in Speaking, Listening, Reading and Writing.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

Rationale:

Based on the results of our school's pre-needs and post-needs assessments, our research indicates a correlation between student achievement and teachers who participate in high-quality Professional Development activities.

An assessment will be utilized to continue to understand this correlation between student achievement and teacher training as they continue to participate in activities in the Title III program.

Part C: Professional Development

Title III Teachers Training:

ESL teachers as well as all faculty members servicing ELL students are provided with workshops. Teachers attend the workshops sponsored by the DELLSS. The duration of these workshops and Professional Development sessions vary from 40 minutes - 1 hour. School and off-site personnel work collaboratively starting in September to provide Professional Development to faculty members working with ELLs. Workshops take place during the school day and after school for the Title III teachers, during the months of September through May, on Professional Development Days (e.g. Election Day) and during Grade, ESL and Faculty Conferences on developing ELL knowledge. The topics of the workshops include: The Danielson Rubric Presentation and its impact on ELL instruction, Two sessions regarding Pauline Gibbons ELL Teaching Strategies, The ELLs and the supportive environment, Universal Design for Learning, ELL Computer Academy for Parents and Guardians, Response to Intervention for Subgroups and Analyzing the Rigor and Relevance of Performance Tasks for ELLs.

Schedule and Duration:/Topics to be Covered:

A tentative schedule for this is as follows:

November Developing Core Curriculum Literacy Units of Study aligned to the goal outlined in the Comprehensive Education Plan (CEP)

September 22, 2014 Developing a protocol for Instructional Planning Sessions and Looking at Student Work Ms Cruz

September 29, 2014 "Digging into Data" - Schoolnet.com Ms Casaccio

October 6, Instructional Planning Session in Grade Levels K-2, 3-5 and 6-8 Ms Zito

October 20, 2014 Go Math Training Mr. Quinci

October 27, 2014 Meeting the Needs of ELL Students Ms Pierce, Ms Gilbert, Ms de Martino

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ Rationale:

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

Topics to be Covered:

In November of 2014, parents of English Language Learners will be invited to enroll in a Saturday Program that provides classes in Beginner Level of ESL and Introduction to Computers and Keyboarding.

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

Part D: Parental Engagement Activities

reading signs

writing forms

spelling/grammar

history/culture

holidays /traditions

community resources

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

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

Providers:

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

Parents are provided with all necessary instructional materials.

Bilingual personnel are available to assist parents at every workshop.

How Parents will be Notified of Their Activities:

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

Schedule and Duration:

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff 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)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 384
School Name The Frances E Carter School		

B. Language Allocation Policy Team Composition

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

Principal Phyllis Rauli	Assistant Principal Janine Zito
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jennifer Pierce-Chornomor	School Counselor Otniel Rosario
Teacher/Subject Area Sindy Gilbert/ESL	Parent Angela Manuel
Teacher/Subject Area Jennifer Christiano/ESL	Parent Coordinator Grace Baez
Related-Service Provider Corina Estevez/SETSS	Borough Field Support Center Staff Member Tatyana Ulubabova
Superintendent Lillian Druck	Other (Name and Title) Marilyn Cruz/Assistant Princip

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	4	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	604	Total number of ELLs	188	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	29
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	58	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	116	3	12	58	1	5	14	0	12	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	21	24	31	18	26	9	14	24	15					0
Chinese		1												0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1			1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	10	1	3	3	4	4	4	12	10					0
Emerging (Low Intermediate)	4	6	4	3	2	4	1	1	3					0
Transitioning (High Intermediate)	3	3	2	3	2	0	2	0	2					0
Expanding (Advanced)	6	10	6	9	9	4	4	8	7					0
Commanding (Proficient)	0	1	6	4	1	11	2	2	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	6	4	1	11	2	2	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	5	1	0	0
4	15	9	0	0	0
5	4	5	0	0	0
6	2	12	1	0	0
7	5	7	2	0	0
8	3	11	1	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	10		9		0		0		0
4	17		6		3		0		0
5	5		4		0		0		0
6	10		3		2		0		0
7	15		4		5		0		0
8	10		6		0		0		0
NYSAA	2		2		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	10		8		8		0		0
8	7		6		6		0		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		1	
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

Additionally, for students who are not newcomers, the data indicates that most English Language Learners do not usually achieve English proficiency as determined by their NYSESLAT results due to their Writing scores. As a result of this conclusion, there is a special concentration on the ELLs in the work of the Inquiry Teams. Also, our third school goal for the 2015-2016 school year strives to move all students to a proficiency in writing across the content areas.

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

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

As mentioned above, most students at PS/IS 384 achieved speaking proficiency first, followed by listening, then read and writing respectively. Also, with the new NYSESLAT exam proficiency levels (B, I, A, P to EN, EM, TR, EX, CM), comparing the 2014 administration with the 2015 administration was confusing and problematic, especially with regards to determining growth.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS/IS 384 utilizes the Annual Measurable Achievements Objectives to determine the English language acquisition of our English Language Learners and to plan for future grouping accordingly, and to identify students who may fail to generate improvement at any particular proficiency level. Currently, our school has proudly made all three of its AMAO's and is projected to continue to do so until the 2016-2017 school year. Interestingly, many students also made progress their first year testing, (AMAO I), having scored at the Emerging level or higher as first time test takers. This was particularly true in the Kindergarten, First and Second Grade levels. Somewhat predictably, the data shows a normal progression of students through the NYSESLAT levels from Entering to Emerging, then Emerging to Transitioning, Transitioning to Expanding and finally Commanding. Generally most ELLs with IEPs remain at lower proficiency levels throughout the years.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

A.

Our data supports no difference in proficiency levels between students in grades 4-8, and that younger children fared better in the NYS ELA, while the middle school children did not fare as well. Also, as mentioned above, we discovered a larger number of students either attaining proficiency, or demonstrating growth as first time test takers in grades K-2. We conclude that younger children generally attain English proficiency according to the NYSESLAT sooner, which then terminates their ELL status. Remaining ELL students are generally newer arrivals, with less time to acquire English language skills across all modalities, or students, who for a variety of reasons, do not easily acquire language, which results in an occurrence of lower ELL proficiency in the higher grades.

B.

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

C. We are hoping the new Periodic Assessments will reflect last year's changes in the NYSESLAT. For other assessments, students are provided translating dictionaries as per CR Pt-154. The data demonstrates that ELL students taking standardized tests in their native language tend to score lower than their ELL counterparts that take standardized tests in English. Students identified as ELLs are given translated testing materials in their native language as per state regulations.

Furthermore, appropriate translating dictionaries are provided for each student and students are encouraged to utilize and share words in their home language during classroom instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

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

In grades K-3 relevant assessment data for ELLs is acquired by the Measures of Student Learning and Running Records for all grades.

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

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

Finally, regarding the use of data, for each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, PS/IS 384 shall determine the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- ENL teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

The support services provided must be aligned to any intervention plans (e.g., Academic Intervention Services) we are already providing to all students.

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

PS/IS 384 has no Dual Language Program as per Parent Choice. We do, however, take care to provide culturally inclusive reading materials to students and encourage students to continue to speak their home languages at all grade levels.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

NA

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

Our school evaluates the success of the ELLs as follows:

1. Student growth in the NYSESLAT performance
2. Student growth in the New York State ELA and Math Assessments
3. Student growth in other New York State Assessments.
4. Student/Teacher conference notes
5. Student performance on teacher-created assessments
6. Student classroom work portfolios
7. Student performance on assessments in technological instructional programs
8. Measures of Student Learning
9. Running Record
10. Destination Reading
11. OpenBook Learning Assessments
12. Teacher observation of ELL students' self-esteem and cross-cultural understanding
13. AMAO Estimator Tool

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon registration, the parent of a first-time new admit or student who is readmitted after two years receives a registration package from the secretary which includes the Home Language Identification Survey (HLIS). If the parent speaks a language other than English, he/she receives the Home Language Identification Survey in his/her native language. If the parent indicates a low incident language, oral translation services are contacted, and the parent takes the survey with the support of a translator. The ELL Coordinator, Ms. Jennifer Pierce-Chornomor- licensed ENL Teacher or any trained licensed pedagogue on the HLIS Administration Team evaluates the Home Language Identification Survey and if questions 1-4 and 5-8 in Part 1 of the HLIS indicate that there is a language other than English spoken at home, she conducts an oral interview with the parent to complete Part 2 of the HLIS. This interview is conducted in the parent's native language with the assistance of a staff member who speaks the language or a representative of the translation-interpretation unit. The translation-interpretation representative assists over the phone. If the child is present, he participates in the interview also. The purpose of the interview is to identify the home language and the instructional program of the student. Based on the results of this interview and the answers provided in part 1 of the HLIS, the home language is established. Upon completion of the HLIS, the original is placed in the student's cumulative record and a copy goes into the ELL Compliance Binder. If the home language is English, the first page of the survey is coded "NO". No further action is needed; the child is not an ELL student.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The process begins with a carefully screened HLIS for students entering at the third grade level or higher. If a student's home language is not English, they were not born in the United States, are preliterate in their home language and they appear to be two levels below their peers the SIFE questionnaire is administered in both English and the home language, if available. If a student is SIFE, the LENS is administered to determine their needs. This process is completed within thirty days of enrollment, as per Chancellor's Regulations.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification process for newly enrolled students with IEPs is identical, except that the Language Proficiency Team convenes to identify whether a student is in need of ENL services. Their titles include Assistant Principal, School Psychologist, ENL Teacher, SETSS Teacher and Parent.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are filled in and handed directly to students to give to parents upon completion of the NYSITELL.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

This is indicated on the Initial Entitlement letter, which is distributed to entitled students upon the completion of their NYSITELL exam. It reads, "If you feel your child's ELL status should be reviewed and/or reassessed, contact [Person's name] at [Number] at your earliest convenience to further discuss this matter. You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed. "

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the time of NYSITELL testing, the letter informing parents of entitlement are sent home to the parent. A time and date to view the Parent Orientation Video is listed so that parents may select their choices at that time.

Upon completion of the NYSITELL exam, a letter is sent home with the student and the parent is invited to a Parent Orientation session where he/she receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an informed decision about their child's education. The orientation sessions are conducted by the ELL Coordinator, Ms. Pierce-Chornomor and Parent Coordinator, Ms. Grace Baez. Since the majority of the parents at P.S./I.S. 384 speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a video presentation is shown in the parent's preferred, primary language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her primary language. After reviewing the completed form, Ms. Pierce-Chornomor provides the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice, as no two contingent grades of students who share a common language have a request for a Transitional Bilingual Education or Dual Language Program totaling fifteen or higher. Currently, the trend in the Parent Program Choice, based on analysis of parent survey and selection forms is English as a New Language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are continually called to attend a POV until the video is viewed and a selection is made at that time. The Parent Choice form accompanies the POV so that parents can ask questions and discuss the programs.

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

At the Parent Orientation session a parent receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an informed decision about their child's education. The orientation sessions are conducted by the ELL Coordinator, Ms. Pierce-Chornomor and Parent Coordinator, Ms. Grace Baez. Since the majority of the parents at P.S./I.S. 384 speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a video is shown in the parent's language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her native language. After reviewing the completed form, Ms. Pierce-Chornomor provides the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice, as no two contingent grades of students who share a common language have a request for a Transitional Bilingual Education or Dual Language Program totaling fifteen or higher.

If this program reflects the parent's first choice, the child is then placed in the ENL program as per mandated units of ENL instruction based on the child's level of English proficiency.

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

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

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ELL Coordinator works with the Parent Coordinator to call in parents who do not respond to the request for a POV until they come and view the video, ask questions and make their selection.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ELL Coordinator completes this process.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

In addition to each classes' cumulative records, the ELL Coordinator maintains an ENL file with each ELL's HLIS, Parent Choice and Survey letters. Also, for ELLs in their second year of service or longer, Continued Entitlement letters are also on file. Additionally, for quick reference, the ELL Coordinator maintains an ELL Documentation Checklist of these documents to ensure all necessary documents are currently on file.

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

The Principal assigns adequate staff to administer each section of the NYSESLAT. The ELL Coordinator is familiar with all directions and guidelines and creates a schedule, assigns rooms, distributes exams and oversees the process from beginning to end.

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

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

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

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once testing of new students is completed, the ELL coordinator distributes these letters and collects signed Continued Entitlement letters. These letters are kept in the student's ENL file.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Currently, the program model at PS/IS 384 is English as a New Language. This is aligned with the trend in the Parent Program Choice, based on analysis of parent survey and selection forms. Analysis of the previous two school year's data confirms this: In 2012-2013 school year Parents Choice indicates 121 parents (out of 156 surveyed) selected the ESL instructional program; 15 parents selected a Dual Language Program, and 20 selected a Transitional Bilingual Education Program. Of these totals no two consecutive grade levels totaled 15 preferences for either a Dual Language Program or a Transitional Bilingual Education Program. Similarly, in the 2013-2014 school year, Parent's Choice indicates 121 parents (out of 156 surveyed) have selected an ENL program, while fifteen have selected a Dual Language Program and twenty opted for TBE. The following tally indicates each grade's Parent Choice selections for the last three school years.

Parent's Choice Selection

2012-2013 School Year

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

2013-2014 School Year

Grade	ENL	DL	TBE
K	13	0	2
1st	21	1	5
2nd	22	5	4
3rd	11	1	1
4th	14	3	2
5th	15	1	3
6th	12	3	0
7th	9	0	3
8th	4	1	0
Totals	121	15	20

2014-2015 School Year

Grade	ENL	DL	TBE	
K	14	4	4	
1 st		17	1	4
2 nd		22	2	7
3 rd		13	3	4
4 th		18	3	5
5 th		8	1	1
6 th		10	3	2
7 th		18	1	5
8 th		11	4	3

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

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

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students at PS/IS 384 receive ten periods (450 minutes) of ELA instruction per week regardless of ELL designation. Entering and Emerging ELL students receive a minimum of eight periods (360 minutes) of ENL instruction per week, with 180 minutes of Stand-Aline ENL, while Transitioning and Expanding students receive four (180 minutes) of integrated ENL/ELA service. Finally, Commanding ELLs who passed the NYSESLAT within the last two years receive 90 minutes of integrated ENL, in accordance with NYS CR Part 154. These out-of-classroom ESL teachers schedule their program to ensure all periods are met as mandated. As per Parent Choice, PS/IS 384 only has an ESL program at this time, so there are no HLA instructional requirement as of yet. Current ELL students of all proficiency levels are provided twenty-five percent native language usage and support as per CR Part 154.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

- use of authentic and experiential learning opportunities
- content area standards
- use of authentic and experiential learning opportunities
- use of authentic and experiential learning opportunities
- use of authentic and experiential learning opportunities

ENL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Go Math Math Program) and Literacy (Ready Gen, as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Each program is a scientifically research-based program. An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them. Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology-based programs, small group instruction and peer support. The instructional resources used in the ENL Program include the following:

- "RIGOR - Reading Instructional Goals for Older Readers for grades 3-8"
 - English Language Learners 3 - 6
 - "On Our Way to Reading Instruction for Grades K - 3"
 - Content area

b o o k s
 A n t h o l o g i e s
 T h e m e - b a s e d
i t e r a t u r e a n d p r
o j e c t a c t i v i t i e s
 L i s t e n i n g c e n t
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 A u d i o V i s u a l s
 L e v e l e d l i b r a r
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 N a t i v e L a n g u a
g e R e s o u r c e s , s u
c h a s l i b r a r i e s ,
t e x t s , t e c h n o l o g
y a n d p r i m a r y r e
s o u r c e m a t e r i a l s

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

Newcomers

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

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

These students are monitored closely by the classroom and ENL teachers, administrators and the Inquiry Team. Formal and informal data is utilized to assess their strengths and needs. Through classroom instruction, academic intervention services, Zero Hour, After School Programs, Title III Supplemental Programs and parental involvement these students receive the necessary support to improve their academic standing.

Plan for Commanding ELLs in the two-year Monitoring phase

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student) that the student's ELL status has been reversed, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services. Additionally, teachers shall meet to discuss the development and plan carefully to mitigate any possible disruption in program for the child. Parental input will also be utilized. This process will become clearer as this new procedure is practiced in subsequent years.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students with disabilities whose IEPs mandate ENL instruction are provided access to the same programs, curriculum, grade level materials and resources as students in the general education population. Formal and informal assessments coupled with the students' IEPs are consulted to align appropriate services and strategies to instruction on a case per case basis. Specifically, additional scaffolding and modelling is particularly essential to ELL students with disabilities' success in English language acquisition. This additional support is provided through small group instruction, academic intervention services, after-school and zero hour programs and is designed to meet their diverse needs. Since all of our ELL students with disabilities are Spanish-speakers, all paraprofessionals who service these students are bilingual to support their English acquisition and listening comprehension. Also, ELL students with disabilities receive ENL lessons emphasizing context-rich instruction designed to enhance English language understanding and production in listening, speaking, reading and writing.

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

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

Students with disabilities are provided push-in ENL services into heterogenous special education self-contained classes to provide scheduling flexibility when needed to ensure their diverse needs are met in the least restrictive environment. As per Parent Choice, there is no Bilingual program at PS/IS 384. Should a student's IEP mandate bilingual instruction, an alternative placement paraprofessional who speaks the student's home language is obtained for the child. The students are provided with ENL instruction as prior to their pending placement in a bilingual special education setting in

Chart

another school.

Additionally, all ELLs with IEPs are provided with all the Intervention Programs that are provided to English Language Learners in the general population.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

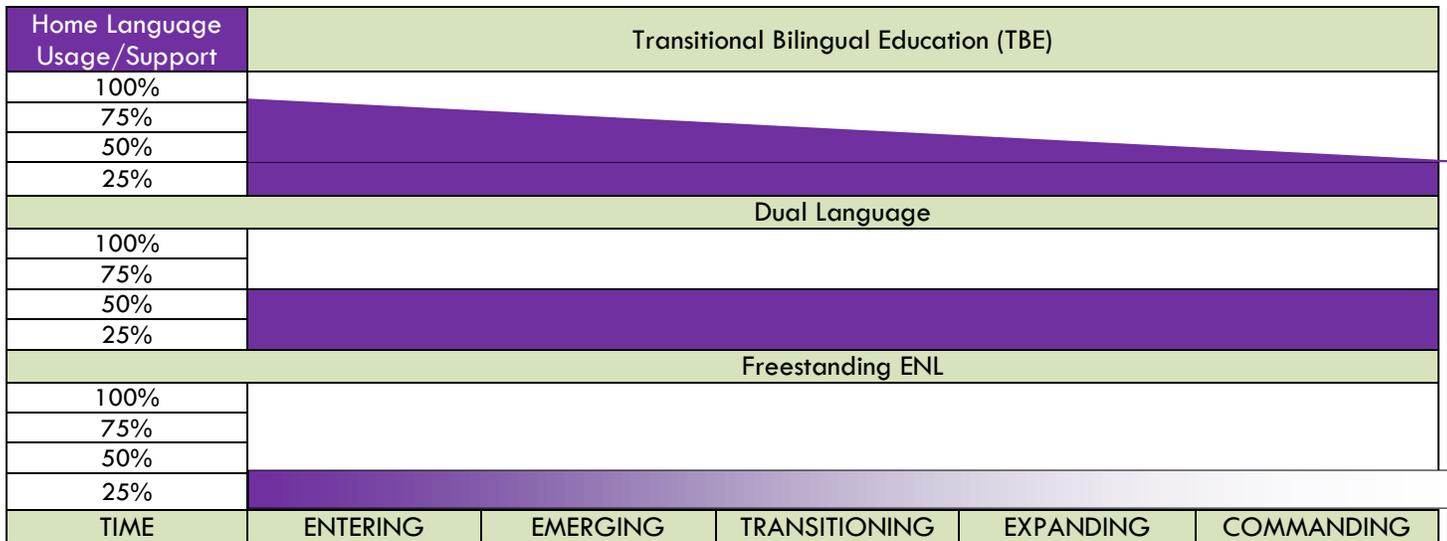


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

ENL instruction for all ELLs aligns Common Core and ENL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Go Math), ReadyGen, as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction. An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them.

Additionally, all ELLs are provided with the following Intervention Programs: After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school. Native Language support during these Intervention Programs is twenty-five percent as recommended.

Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology based programs, small group instruction and peer support.

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

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

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

For the upcoming school year, our school is looking into several pilot technology programs. Provided it is successful, we shall continue it into the next school year. Existing technology programs for ELLs, such as OpenBook Learning, will continue to be available to all students.

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

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

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

At present, all ELLs are afforded equal opportunity to access all programs and measures are taken to ensure communication regarding all programs are sent home in the parent's preferred language. Additionally, all ELLs are provided with the following Intervention Programs: After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school. These Intervention Programs are funded with Title III funds and Fair Student Funding.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

- RIGOR - Reading Instructional Goals for Older Readers for grades 3-8
- " I n t o
- E n g l i s h " series for grades 3-6
- " O n O u r W a y t
- o E n g l i s h " f o r g
- r a d e s K - 3
- C o n t e n t a r e a
- b o o k s
- A n t h o l o g y
- A u d i o V i s u a l s
- L e v e l e d l i b r a r
- i e s
- P u z z l e s a n d g
- a m e s
- W o r d W a l l s
- T e c h n o l o g y
- V i s u a l a i d s (p
- i c t u r e c a r d s , c h
- a r t s , p o s t e r s , p
- i c t u r e d i c t i o n a r
- i e s)

Openbook Learning Technology program

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

As per parent's preference, indicated on the "Parent's Choice" form, our school offers an ENL program and provides 25% native language support in keeping with the recommended best practices for native language support in ENL programs. This support includes dictionaries, textbooks, worksheets, various genres in languages other than English, technology programs and classroom listening centers and are made available to ELL students during intervention programs. Bilingual staff may also communicate with students in their home language to ensure student understanding to provide the student with a variety of means by which to express his or her knowledge.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

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

Professional development (by on and off site personnel) is provided to all faculty members to comply with the new CR Pt 154 Standards, regarding how to serve the needs of the ELLs, including those in Special Education settings. ENL teachers as well as all faculty members servicing ELLs attend workshops during and after school hours.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

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

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The focus of professional development is to provide the teachers with a comprehensive, multi-sensory approach to teaching that aspires to improve overall student achievement, while adhering to the new CR Pt 154 requirements. A file is maintained in the Title III Binder that contains a record of the hours of training for each teacher. Teachers completing their required hours of training receive a certificate. Records of Professional Development include agenda sign-in sheets and are kept in the Title III Binder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The Parent Coordinator plays a vital role in the engagement of parents. The Parent Coordinator meets regularly with parents to discuss their social and academic needs, in addition to the new annual Parents of ELLs meeting created this school year. These issues are shared with school personnel and are addressed through meetings and workshops during school. The Parent Coordinator assists as translator during Parent Orientation sessions, helping administer the Parent Choice and Parent Survey and Program Selection Forms. Additionally, the Parent Coordinator utilizes Parent Notification Letters to communicate with parents in the event that they are not accessible by phone. Additionally, L2RPT letters for students who have taken the NYSESLAT the previous school year are printed and distributed to parents.

PS/IS 384 makes provisions to individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff who are necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Attendance is recorded using existing procedures.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

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

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

- New York State Department of Education
- Learning Technology
- Adult Literacy
- English as a Second Language
- Parent Training and Community Center
- Homeless Assistance

D o m e s t i c V i o l e n c e P r e v e n t i o n
 S u b s t a n c e A b u s e a n d P r e v e n t i o n
 N e w Y o r k S t a t e E n g l i s h a n d M a t h e m a t i c s A s s e s s m e n t s
 Bilingual personnel are available to parents at every workshop.

5. How do you evaluate the needs of the parents?
 As part of the interview during the HLIS form, parents are asked which spoken and written language they prefer to communicate with regards to school communication. Further needs are evaluated on a case-by-case basis.
6. How do your parental involvement activities address the needs of the parents?
 The Community-Based Organization workshops are determined as per parent interest and need.

D. Additional Information

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

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

School Name: PS/IS 384 The Frances E Carter		School DBN: 32K384	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms Phyllis Rauli	Principal		10/29/15
Ms Janine Zito	Assistant Principal		10/29/15
Ms Grace Baez	Parent Coordinator		10/29/15
Ms Jennifer Pierce-Chornomor	ENL/Bilingual Teacher		10/29/15
Ms Angela Manuel	Parent		10/29/15
Ms Sindy Gilbert	Teacher/Subject Area		10/29/15
Ms Jennifer Christiano	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Mr Otniel Rosario	School Counselor		10/29/15
Ms Lillian Druck	Superintendent		
Ms Tatyana Ulubabova	Borough Field Support Center Staff Member		
Ms Corina Estevez	Other <u>IEP Teacher</u>		10/29/15
Ms Marilyn Cruz	Other <u>Assistant Principal</u>		10/29/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32K384**

School Name: **The Frances E Carter School**

Superintendent: **MsLillian Druc**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The primary languages of all parents, including those of English Language Learners in the school, were initially assessed and recorded upon completion of the new Home Language Identification form. Additional language needs are identified through discussions with teachers, parents, the Parent Teacher Association and the Parent Coordinator. A need for oral and written translations was identified for parents that speak Spanish, Arabic, Haitian-Creole, Chinese, Yoruba and Taglog. The need for Spanish language comprised the overwhelming majority of parents who require written translation and oral interpretation in our school.

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

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

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

Additionally, in the event that a parent's preferred language of correspondence is not adequately

provided by the school staff, a request for assistance is made to the Office of Translation Services, pursuant to Chancellor's Regulations.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parent's preferred languages include English, Spanish, Haitian-Creole, Tagalog, Yoruba, Arabic and Chinese/Mandarin.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents regarding Bill of Parent Rights and Responsibilities, Safety Plan, annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program/summer school information and mandated program information, all information related to IEP's, Class transfer notifications, 1st Day of School/Welcome packet, PTA Meeting announcements, Field Trip announcements, Surveys, New York State testing dates, general overview of student curriculum, letters from school leadership, school calendar/closings announcements, ELL parent meeting information, Request for Parent Orientation letters, etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Fall - Parent Teacher Conferences, Learning Leaders, Asthma Awareness, ELL Parent Meeting, GED Training, Domestic Violence Prevention
Winter - Curriculum nights, CPR, Housing Guidance, Substance Abuse and Prevention,
Spring - Graduation Meeting, All further CBO meetings.

Informal Interactions may include but are not limited to conversations with teachers, administrators and office staff regarding student activities such as holidays, field trips, behavior, counseling, academic progress and any CBO meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

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

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

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

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

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

The Office of Translation Services Department shall provide interpretation services, to the maximum

extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone.

The Department's Translation and Interpretation Unit shall provide interpretation services at the following Citywide meetings:

1. Panel for Educational Policy Meetings;
2. Citywide ELL parent meetings;
3. Citywide/Community Education Council Meetings;
4. Other Citywide parent meetings organized by central offices.

Interpretation services shall be provided in whichever of the covered languages the Department expects will be spoken as the primary language(s) of the persons attending such meeting or event.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

A sign is posted near the primary entrance describing a parent's rights to have school information provided to students in their primary designated language at PS/IS 384. Our safety plan includes protocol to ensure parents' ability to reach administrative offices in the event of an emergency. The Parent Coordinator, in conjunction with the PTA, will inform the parents of their rights regarding parental notification as per Chancellor's Regulation A-663.

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

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

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

Welcome Poster

- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS/IS 384 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services in their preferred language. Also, the aforementioned notification requirements are posted in a conspicuous location at or near the primary entrance in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Additionally, our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Finally, PS/IS 384 has had only two students in the last five years whose primary language is neither English nor a covered language, so no additional signage will be required at this time.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent survey and informal conversations are utilized to gather feedback from parents. Additionally, brochures provided in the Language Access Kit instruct parents as to how they may provide feedback directly to the Office of Translation and Interpretation.