



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 16 THE LEONARD DUNKLY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K016

PRINCIPAL: MARY RENNY EMAIL: MRENNY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary Renny	*Principal or Designee	
Lois Maiello	*UFT Chapter Leader or Designee	
Priscilla Natareno	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Jefferson	Member/ Parent	
Sandra Santiago	Member/ Parent	
Mary Frazier	Member/ Parent	
Lesley Pierluisse	Member/ Parent	
Martin Pietrusiewicz	Member/ Teacher/Chairperson	
Patricia McGarrigle	Member/ Teacher	
Kathy DePhillips	Member/ Teacher	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- *We will have short and frequent cycles of teacher observations using a rubric of teacher practice and we will provide objective feedback data to improve student time on task and level of questioning.*

Comprehensive needs assessment

- The need for this goal was based on students' lack of stamina and critical thinking skills. This led us to look more closely at those two areas in the classroom.

Instructional strategies/activities

- *All teachers will receive professional development on the rubric for teacher practice at teacher team meetings and professional development opportunities.*
- *Teacher observations beginning in early September and will be done daily.*
- *One formal observation will be done for each tenured teacher per UFT contract*
- *There will be six informal observations done for each teacher*
- *Each cycle of informal observations will focus upon a different category within the teacher rubric.*
- *CCSS and Habits of the Mind will be a continual focus during observations.*
- *During the lesson, an objective account of the lesson is typed and several areas are focused upon using eCove teacher evaluation software, especially in time on task rates, teacher questioning*
- *At a post-conference, the administrators provide feedback based upon the observable data collected during the evaluation. The teacher receives an objective account of the lesson and 2-3 charts displaying objective data. The data can be compared to following subsequent observations. Based on the data and feedback, goals are revised.*
- *Informal observations are done daily and feedback is given that day or the following day. Feedback is based upon the teacher rubric.*

Strategies to increase parental involvement

- Not applicable

Strategies for attracting Highly Qualified Teachers (HQT)

- By evaluating and providing feedback to teachers it will improve the quality of their teaching.

Service and program coordination

- Not applicable

Budget and resources alignment

- Nothing is coming out of the school budget.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To incorporate the Common Core Learning Standards and performance based assessments into ELA and mathematics.

Comprehensive needs assessment

- To meet city and state requirements, the curriculum must be aligned to the CCLS. We want our students to be successful in college and the workplace, and the CCLS will help prepare them.

Instructional strategies/activities

- *Our teachers have and will continue to receive professional development on the CCSS, rubrics, and task bundles.*
- *Our teachers have designed rubrics and tasks aligned with the CCSS.*
- *During professional development sessions and team teacher meetings, all teachers will use the CCSS rubrics in assessing student writing and mathematics.*
- *All students are being taught the rubrics and are being given opportunities to examine the task bundles.*
- *We will provide the first performance task in October, the second in February, and the final in June.*

Strategies to increase parental involvement

- Parent workshops on the CCLS in both ELA and mathematics on-going throughout the year. The parents will understand the rationale behind the CCLS and will receive practice performing performance based assessments and using rubrics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Not applicable.

Service and program coordination

- Not applicable.

Budget and resources alignment

- Title 1 funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Our parents will attend more school-wide functions and learning opportunities throughout the year.

Comprehensive needs assessment

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

Instructional strategies/activities

- *We will hold grade level parent meetings twice a day.*
- *We will offer more professional development sessions for parents, both during and after school.*
- *We will plan functions with the PTA members bi-monthly.*
- *We will send home monthly event calendars to families.*
- *We will have a parent bulletin board highlighting future events and celebrating past events.*
- *We will hold monthly spirit assemblies and invite families. Students and parents will receive awards.*
- *At a culminating Family Night, we will showcase parent involvement.*

Strategies to increase parental involvement

- The end result will be an increase in parental involvement. We will put signs on the door giving one month of advanced notice. We will have a parent email list.

Strategies for attracting Highly Qualified Teachers (HQT)

- Not applicable.

Service and program coordination

- Not applicable.

Budget and resources alignment

- Title I and Title III funds will be used.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To improve student progress within the following subgroups by one year in ELA by June 2012; Gender, Students with Disabilities, and ELL Students.

Comprehensive needs assessment

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

Instructional strategies/activities

- To improve the achievement of the above Student subgroups, the Data Specialist will compile and analyze assessment profiles for all. In addition, the classroom teachers will:
 - Conduct gap analysis of student's performances in ELA and share data with parents and students in September, January, and April.
- Provide teachers with professional development on how to make classroom instruction more exciting and interesting to the student subgroup population.
 - Continue the science club with hands on activities with the use of technology.
 - Continue book clubs that are gender specific based on student survey outcomes.

Strategies to increase parental involvement

- Parent workshops and ESL classes will be provided throughout the year.

Strategies for attracting Highly Qualified Teachers (HQT)

- Not applicable.

Service and program coordination

After school and Saturday programs for ESL students and their parents.

Budget and resources alignment

Title I and Title III funds will be used.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- We will build a stronger sense of community at the school and within classrooms to decrease school infractions and increase academic achievement.

Comprehensive needs assessment

- Based on the Learning Environment Surveys.

Instructional strategies/activities

- Spirit Assemblies will bring the school community together on a monthly basis. There will be a character focus each month (e.g. respect, responsibility)
- Teachers will hold daily morning meetings during which students greet each other, share with each other, and work as a team to problem-solve
- Implementation of student reinforcement programs
 - Student of the Month
 - Character Award
 - Super Kids program, including tickets awarded for good behavior and Super Games at the end of the week
 - Principal's Prize
 - The A-Team
 - Leo's Paw Prints
- Super Kids Movie: each month, the Character Award winners get to star in a movie about the current character theme
- Daily Behavior Coaching: students committing school-wide infractions will reflect on their actions and conference with the principal or assistant principal
- Professional Development will be given by school administration and outside staff developers.

Strategies to increase parental involvement

- Parents will be invited to the Spirit Assemblies and will be asked to perform during the assemblies. Parents of the students in the Super Kids Movies will receive a "movie ticket."

Strategies for attracting Highly Qualified Teachers (HQT)

- By providing professional development focusing upon social and emotional development, it will strengthen teachers' abilities to respond to conflicts in the classroom and strengthen the sense of community within their students. We will follow the Respect for All curriculum.

Service and program coordination

- Not applicable.

Budget and resources alignment

- No additional funding will be necessary.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	5	N/A	N/A	0	0	0	6
1	16	10	N/A	N/A	0	0	0	3
2	12	5	N/A	N/A	4	0	0	1
3	18	29	N/A	N/A	3	1	0	1
4	15	10	0	0	2	2	0	1
5	9	15	5	0	0	0	0	2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small Group Instruction during school day. All students staying for extended time. Small class sizes. Inquiry teams. Materials come from Treasures Reading program.
Mathematics	Small Group Instruction/during school day. All students staying for extended time. Small class sizes. Inquiry teams. Materials come from HSP Math New York program.
Science	Small group instruction during the day and extended time. McGraw Hill materials used. The EScience program to infuse technology.
Social Studies	
At-risk Services provided by the Guidance Counselor	One to one services during school day
At-risk Services provided by the School Psychologist	One to one services during school day
At-risk Services provided by the Social Worker	One to one services during school day
At-risk Health-related Services	Small group services provided by nurse/ to educate students in asthma screening//prevention

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

- 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;
- Spirit Assemblies
- establishing a Parent Resource Center; 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 calendar designed to keep parents informed about school activities;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings in the morning and evening (flexible times)
- 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 and Spirit Assemblies;

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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/Margarita Nell	District 14	Borough Brooklyn	School Number 016
School Name Leonard Dunkley			

B. Language Allocation Policy Team Composition

Principal Mary Renny	Assistant Principal Erik Van Gunten
Coach n/a	Coach n/a
ESL Teacher Priscilla Mundo	Guidance Counselor Lisa Borgognone
Teacher/Subject Area Jane Adler/ SETSS	Parent Shenequa Jefferson
Teacher/Subject Area type here	Parent Coordinator Iraida Cortes
Related Service Provider Stephanie Foster/ Speech	Other Anona Evans/ Data Specialist
Network Leader Margarita Nell	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	304	Total Number of ELLs	41	ELLs as share of total student population (%)	13.49%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

1. At the time of initial registration, the Pupil Accounting Secretary, Norma Caraballo, gives all parents who are enrolling their child in NYC Public Schools for the first time, a HLIS (Home Language Identification Survey) form. The form is available in the student/family's home language. (If a form is not available in the home language a translator will be provided. After the form is completed by the parent, a pedagogue, usually the ESL teacher, Priscilla Mundo, will conduct an informal oral interview as outlined on the HLIS. Ms. Mundo is proficient in Spanish and therefore will conduct interviews that take place in English or Spanish. For other languages an outside translator will be contacted. After the HLIS and interview are complete, Ms. Mundo will review the forms to see which students are eligible for LAB-R testing. Students whose forms indicate a language other than English once in questions 1-4 and twice in questions 5-8 will be eligible for LAB-R testing as well as students who prove to be ELLs after the interview has been conducted. All students who are eligible for testing will be administered the LAB-R assessment by the ESL Teacher, Priscilla Mundo. Students who score below the proficiency cut score for their respective grade will be entitled to services. Students whose home language is Spanish, and who score below the proficiency cut score, will also be administered the Spanish LAB. The Spanish LAB indicates a child's proficiency in their native language. This process will take place within the first 10 days of registration. Each spring, all students who have been identified as ELLs will be administered the NYSESLAT. The following fall, the scores will be reviewed and the students who have scored below the cut scores will continue to receive services. The students who have scored above the cut scores for proficiency will no longer be considered ELLs, although they will continue to receive support for two years.

2. After students have been identified as ELLs, the parents will be invited to attend an orientation where they will learn about the options available to their children to support their English Language Development. The ESL teacher will send out a flyer inviting parents to attend the orientation and the Parent Coordinator, Iraida Cortes will also make contact with the parents during drop-off, dismissal, and through phone calls to ensure that all parents are aware of the meeting. The parent orientation meeting will be conducted in collaboration by the Principal, Mary Renny, the ESL teacher, Priscilla Mundo, and the Parent Coordinator, Iraida Cortes. The video provided by the Department of Education will be played for parents in their native language followed by a question and answer period. This video explains all three program choices available to the parents. All parent will fill out the Program Selection form and Orientation Survey. Parents who are not able to attend the meeting will be contacted by the parent coordinator to schedule a make-up session. This process will be completed within 10 days of registration.

3. During the first week of school Entitlement letters will be sent home to all applicable students by the ESL teacher. A list of students is created for each entitlement letter distributed and students must initial to show that parents have received letters explaining placement, continued entitlement, non-entitlement/transition, or non-entitlement. Most of the Program Selection forms and Orientations Surveys will be collected at the parent orientation meeting. A spreadsheet is kept to keep track of all forms being returned as well as the programs parents have selected. If parents do not return a form, the Parent Coordinator will contact the parent to ensure that the form is in fact returned. If a parent does fail to turn in a Program Selection form, the program choice will marked as Transitional Bilingual Education by default as Per CR-Part 154.

4. Students are placed in a program based on parent choice. Parents indicate on their program selection survey which program they would like to have for their child by ranking the options 1-3. The choices are: Free Standing ESL, Transitional Bilingual, or Dual Language. If parents select a program that is not currently offered at the school they are notified of their right to transfer to a school that does currently offer the program. Parents are also informed that if a program is not currently offered at our school, but 15 students in two consecutive grades indicate a preference for the program, the program will be opened.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been 1) ESL, 2) Bilingual, and 3) Dual Language. The majority of parents at our school have selected ESL as their first choice, and we offer free-standing ESL as our program for ELLs.

6. Parent choice is aligned with the program that is offered at P.S. 16, which is Freestanding ESL. To date there have not been enough students in two consecutive grades and/or parent interest to open a transitional bilingual or dual language class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	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	41	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	7	7	0	5	1	0	1	41
Total	33	0	7	7	0	5	1	0	1	41
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	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	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	13	5	2	4	7								38
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	1								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	7	13	6	3	4	8	0	41						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The organizational model at P.S. 16 is a pull-out model. Students are grouped based on grade and/or proficiency on the NYSESLAT/LAB-R. The groups are divided homogeneously based on proficiency levels and may have multiple grades in a group.

2. Students are scheduled for pull-out sessions with the ESL Teacher such that they meet the mandated number of minutes required by CR-Part 154. Beginning and Intermediate students have pull-out sessions with the ESL teacher for 360 minutes per week. Advanced students have pull-out sessions with the ESL teacher for 180 minutes per week and additionally have 180 minutes of ELA with their classroom teachers.

3. Content area instruction is generally delivered by the classroom teachers. When necessary the ESL teacher is available to support the classroom teacher in making content comprehensible for ELLs. Some strategies that may be utilized may include scaffolding, TPR, schema-building, contextualization, bridging, modeling, and meta-cognition. When necessary the ESL teacher may support the classroom teacher in content area instruction by reinforcing the content area lessons in the pull-out sessions. Advanced students receive additional content area instruction from the ESL teacher through literacy, such as the reading and writing of social studies and science topics.

4. Students who are identified as ELLs and it has been indicated that their home language is Spanish, are evaluated in their native language using the Spanish LAB. This assessment is used to tell proficiency of the student's native language, which helps when planning instruction.

5. Differentiation for ELL subgroups:

- a. SIFE: students are invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy. Students meet with the ESL teacher for 360 minutes per week. Students will be grouped based on proficiency and grade level. Additional resources such as high interest/low level books are given to the students to supplement their class books, the students are also part of inquiry teams which work in small groups. These students are also given native language or bilingual books to take home.
- b. Newcomers: students are invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy.

A. Programming and Scheduling Information

Students meet with the ESL teacher for 360 minutes per week. Students will be grouped based on proficiency and grade level. Additional resources such as high interest/low level books, bilingual dictionaries, bilingual stories, native language books, books on tape, computer programs, are given to the students to supplement their class materials. These students are often placed in classes where the classroom teacher is bilingual, which provides native language support.

c. 4-6 years: students will be invited to attend the following intervention programs: 37.5 minutes, afterschool program, Saturday Academy. Students will meet with the ESL teacher according to the mandated number of minutes depending on level of proficiency. Special focus will be placed on preparation for the NYSESLAT as well as the ELA and content area exams. The ESL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target, in order to help students attain proficiency.

d. Long Term ELLs: students are invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy. Students will meet with the ESL teacher according to the mandated number of minutes depending on level of proficiency. Special focus will be on preparation for the NYSESLAT as well as the ELA and content area exams. The ESL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target in order to help students attain proficiency.

e. Special Needs: Students will be invited to attend the following intervention programs: 37.5 minutes, after school program, Saturday Academy. Students will meet with the ESL teacher according to the mandated number of minutes depending on level of proficiency. The ESL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target, in order to help students attain proficiency. The ESL teacher will use the IEP to guide instruction for students with special needs. The ESL teacher will work with the special education teachers to deliver appropriate instruction that is aligned with both the IEP and ESL standards.

6. Some of the grade-level materials as well as instructional strategies used to teach ELL-SWDs are: Materials like pictures or photographs that go with new grade-level vocabulary, picture dictionaries or glossaries, thesauri, realia as well as instructional strategies such as scaffolding, Total Physical Response, schema-building, contextualization, bridging, modeling, and meta-cognition.

7. ELL-SWDs receive ESL services along with the general education ELL population. IEPs are used to help determine classroom grouping and seating arrangements, as well as guides differentiated instruction in the ESL classroom. Instruction is based on grade level as well as English proficiency for all ELL students, including ELL-SWDs. The ESL curriculum focuses on the needs of all ELL students and also includes accommodations that can be used for ELL-SWDs to ensure that their needs are met within the least restrictive environment. Scheduling flexibility allows all ELL-SWDs to attend their special classes such as art, gym, music, and computers in addition to receiving the mandated ESL services.

Courses Taught in Languages Other than English ⓘ

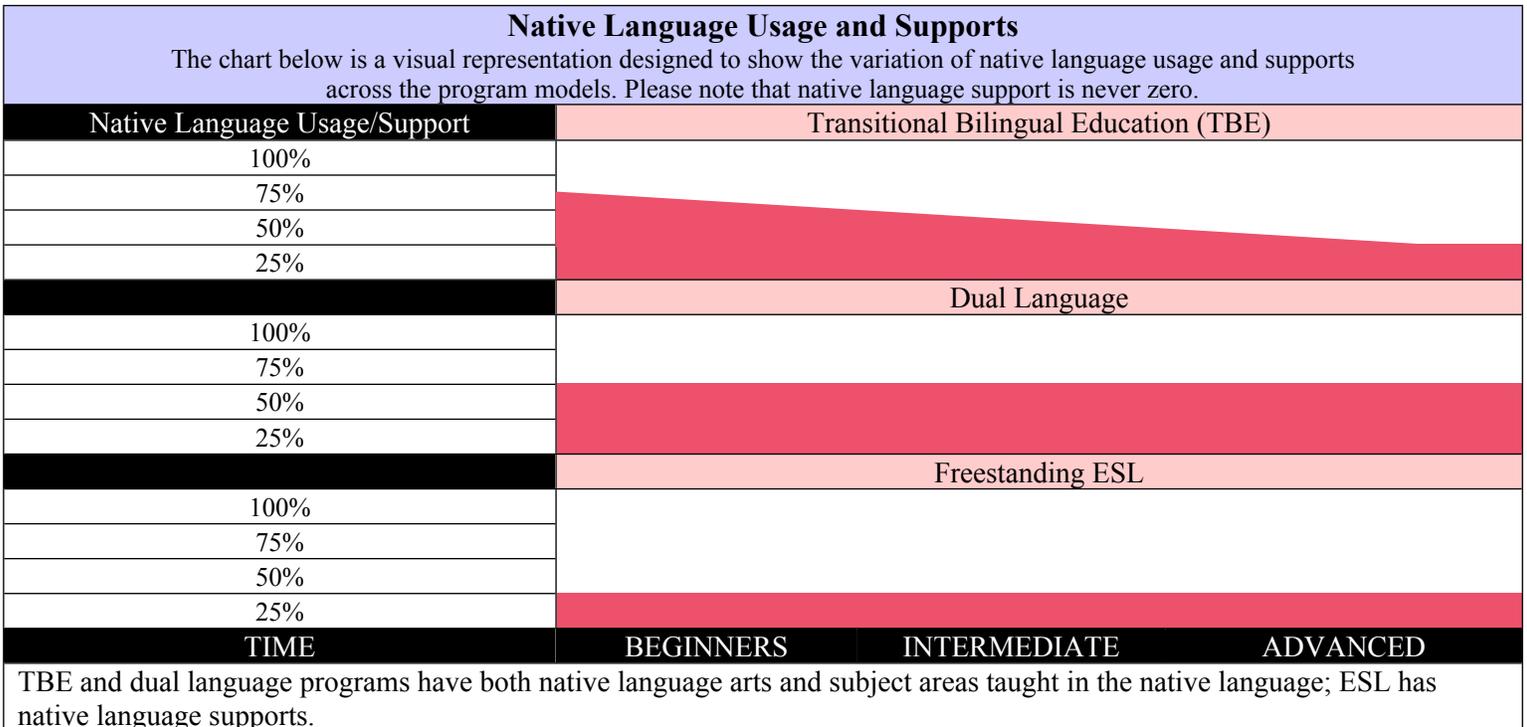
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. For all ELL subgroups (newcomers, SIFE, ELLs with 4-6 years, and Long Term ELLs) the following interventions will be offered for ELA, Math, Science, and other content areas: after school program for ELLs for 3 hours per week for a duration of 25 weeks, Saturday Academy for ELLs for 3 hours per session for a duration of 17 weeks, extended time 2 times per week for 50 minutes per session. Long term ELLs, SIFE, and newcomers are particularly encouraged to attend these programs. Intervention services will be offered in English. When needed for newcomers or SIFE students, one on one support with a Spanish speaking teacher will be offered. Both Academic Intervention and Inquiry Team Services are also provided for these students one period per week for 45 minutes.

9. Students who have achieved proficiency as per the NYSESLAT will be carefully monitored to ensure their continued success. Where appropriate they will be invited to attend any/all interventions for ELLs mentioned above in question #8 for two years. They will also have the opportunity to attend the after school and Saturday Academy offered to the general population of students. They will also continue to receive testing modifications for two years.

10. For the 2011-2012 school year we are planning to offer an ESL course for parents that are interested in learning English.

11. No programs are being discontinued for the 2011-2012 school year.

12. ELLs receive the same opportunities as the general population of students. They are invited and encouraged to attend all school programs and supplemental services. As per Jose P. all teachers are trained in ESL methodologies in order to include and accommodate for ELL students. After school and Saturday Academy programs are offered to all ELLs to provide support and language development in all content areas. Letters inviting students to attend programs are always sent home in the native language. Supplemental programs such as soccer and YMCA are offered to all students, including ELLs.

13. Instructional materials in ELA: leveled books, ELL support workbooks and teacher's guides in the Treasures reading program, picture dictionaries, bilingual glossaries, thesauri, laptops, overhead projector, listening center
Instructional materials in Math/Science: native language text books, dictionaries, bilingual glossaries
Instructional materials in language development: listening center, games, picture cards, realia, computer programs, Carousel of Ideas language program, NYSESLAT test prep books

14. We do not have a TBE or Dual Language program at our school. Our ESL program is delivered in English with native language support provided to newcomers and/or beginner level ESL students, as well as any students who may still need the support. When appropriate, native language support is offered in the following ways: bilingual/native language books, one-on-one support from a bilingual teacher, text books in the native language, glossaries and picture dictionaries, access to computers for use in translation. In addition, students are encouraged to speak and read in their native language at home in addition to English.

15. For support services and programs students are grouped according to age, ability, and proficiency. A range of materials are available to ELLs from grades K-5 including but not limited to books, games, text books, programs. Differentiation is used to ensure that resources correspond to ELLs ages and grade levels.

16. Newly enrolled ELLs are welcomed to the school community by a bilingual speaking staff member. They are given an orientation including a tour of the school, a back to school supply list, and families are introduced to the parent coordinator.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. For all ELL subgroups (newcomers, SIFE, ELLs with 4-6 years, and Long Term ELLs) the following interventions will be offered for ELA, Math, Science, and other content areas: after school program for ELLs for 3 hours per week for a duration of 25 weeks, Saturday Academy for ELLs for 3 hours per session for a duration of 17 weeks, extended time 2 times per week for 50 minutes per session. Long term ELLs, SIFE, and newcomers are particularly encouraged to attend these programs. Intervention services will be offered in English. When needed for newcomers or SIFE students, one on one support with a Spanish speaking teacher will be offered. Both Academic Intervention and Inquiry Team Services are also provided for these students one period per week for 45 minutes.

9. Students who have achieved proficiency as per the NYSESLAT will be carefully monitored to ensure their continued success. Where appropriate they will be invited to attend any/all interventions for ELLs mentioned above in question #8 for two years. They will also have the opportunity to attend the after school and Saturday Academy offered to the general population of students. They will also continue to receive testing modifications for two years.

10. For the 2011-2012 school year we are planning to offer an ESL course for parents that are interested in learning English.

11. No programs are being discontinued for the 2011-2012 school year.

12. ELLs receive the same opportunities as the general population of students. They are invited and encouraged to attend all school programs and supplemental services. As per Jose P. all teachers are trained in ESL methodologies in order to include and accommodate for ELL students. After school and Saturday Academy programs are offered to all ELLs to provide support and language development in all content areas. Letters inviting students to attend programs are always sent home in the native language. Supplemental programs such as soccer and YMCA are offered to all students, including ELLs.

13. Instructional materials in ELA: leveled books, ELL support workbooks and teacher's guides in the Treasures reading program, picture dictionaries, bilingual glossaries, thesauri, laptops, overhead projector, listening center
Instructional materials in Math/Science: native language text books, dictionaries, bilingual glossaries
Instructional materials in language development: listening center, games, picture cards, realia, computer programs, Carousel of Ideas language program, NYSESLAT test prep books

14. We do not have a TBE or Dual Language program at our school. Our ESL program is delivered in English with native language support provided to newcomers and/or beginner level ESL students, as well as any students who may still need the support. When appropriate, native language support is offered in the following ways: bilingual/native language books, one-on-one support from a bilingual teacher, text books in the native language, glossaries and picture dictionaries, access to computers for use in translation. In addition, students are encouraged to speak and read in their native language at home in addition to English.

15. For support services and programs students are grouped according to age, ability, and proficiency. A range of materials are available to ELLs from grades K-5 including but not limited to books, games, text books, programs. Differentiation is used to ensure that resources correspond to ELLs ages and grade levels.

16. Newly enrolled ELLs are welcomed to the school community by a bilingual speaking staff member. They are given an orientation including a tour of the school, a back to school supply list, and families are introduced to the parent coordinator.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents (including parents of ELLs) are invited and encouraged to be involved in the school community. Some of the programs include awards assemblies, holiday shows, science fair, parent breakfasts, family night and other celebrations throughout the year. Parents are welcomed into the classroom to participate in author celebrations and to attend field trips. The Learning Leader program trains parents to work as volunteers in the classrooms. All parents are encouraged to participate in the PTA. Additionally, the school provides programs for parents of ELLs some of which include weekend family field trips, ELL parent breakfasts, and ELL parent workshops.

2. The school partners with a number of agencies and community-based organizations to provide workshops for all parents, including parents of ELLs. We have partnered with Cookshop Classroom, Learning Leaders, Brooklyn Public Library, and Woodhull Hospital to provide workshops for parents.

3. The parent coordinator helps to determine the needs of parents by conducting surveys, as well as by having constant communication with them both over the phone and in person. Parents are also given the opportunity to complete "Question/Comment" cards in response to workshops and programs in which they participate.

4. The parent coordinator uses the information gathered both formally and informally to determine which activities and workshops to offer to the parents each year. In the past, workshop topics have included nutrition, CPR, and literacy. Based on a number of parent requests, this year we will offer an adult ESL class for parents interested in learning English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher will attend monthly professional development meetings through the network/CLSO on a variety of topics related to ELLs. For classroom teachers of ELLs, opportunities will be provided to attend professional development through the Office of English Language Learners. Additionally, the ESL teacher will provide in-house training/professional development to the assistant principal, the secretary, and all teachers regarding ESL methodologies and strategies for supporting ELLs in the general education classroom and within the school, beginning from the registration process and continuing as they receive services. Professional Development will be held once a month on Mondays from 3:45-4:45p.m. on the following dates: November 21, December 19, January 23, February 27, March 19, and April 23.

2. The guidance counselor, Lisa Borgognone, and parent coordinator, Iraida Cortes, work with all parents and students, including ELLs and their parents, to educate them about middle schools and the application process. Students are given information through school visits, open houses, and brochures to prepare them for the transition from elementary to middle school. The guidance counselor supports teachers by providing them with student surveys to gauge the students' interest and determine the school that best suits each student. The guidance counselor also invites middle schools to present information about their schools to the 5th graders. All information is translated into the students' native language to ensure that they understand the information. ELL staff staff professional development

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher will attend monthly professional development meetings through the network/CLSO on a variety of topics related to ELLs. For classroom teachers of ELLs, opportunities will be provided to attend professional development through the Office of English Language Learners. Additionally, the ESL teacher will provide in-house training/professional development to the assistant principal, the secretary, and all teachers regarding ESL methodologies and strategies for supporting ELLs in the general education classroom and within the school, beginning from the registration process and continuing as they receive services. Professional Development will be held once a month on Mondays from 3:45-4:45p.m. on the following dates: November 21, December 19, January 23, February 27, March 19, and April 23.

2. The guidance counselor, Lisa Borgognone, and parent coordinator, Iraida Cortes, work with all parents and students, including ELLs and their parents, to educate them about middle schools and the application process. Students are given information through school visits, open houses, and brochures to prepare them for the transition from elementary to middle school. The guidance counselor supports teachers by providing them with student surveys to gauge the students' interest and determine the school that best suits each student. The guidance counselor also invites middle schools to present information about their schools to the 5th graders. All information is translated into the parents' and students' native language to ensure that they understand the application process. ELLs are also offered extended time and after school programs to provide academic support as they transition from one school level to another.

3. For teachers who have not yet met the minimum requirements for ELL training as per Jose P, opportunities are provided to attend professional development. We have also offered in-house Jose P. training for teachers not yet meeting the requirements. The training includes methodologies and strategies for teaching and supporting ELLs in the general education and/or self-contained classroom. A copy of each teachers certificate or proof of hours is kept on file, along with sign-in sheets of professional development workshops that teachers have attended.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents (including parents of ELLs) are invited and encouraged to be involved in the school community. Some of the programs include awards assemblies, holiday shows, science fair, parent breakfasts, family night and other celebrations throughout the year. Parents are welcomed into the classroom to participate in author celebrations and to attend field trips. The Learning Leader program trains parents to work as volunteers in the classrooms. All parents are encouraged to participate in the PTA. Additionally, the school provides programs for parents of ELLs some of which include weekend family field trips, ELL parent breakfasts, and ELL parent workshops.

2. The school partners with a number of agencies and community-based organizations to provide workshops for all parents, including parents of ELLs. We have partnered with Cookshop Classroom, Learning Leaders, Brooklyn Public Library, and Woodhull Hospital to provide workshops for parents.

3. The parent coordinator helps to determine the needs of parents by conducting surveys, as well as by having constant communication with them both over the phone and in person. Parents are also given the opportunity to complete "Question/Comment" cards in response to workshops and programs in which they participate.

4. The parent coordinator uses the information gathered both formally and informally to determine which activities and workshops to offer to the parents each year. In the past, workshop topics have included nutrition, CPR, and literacy. Based on a number of parent requests, this year we will offer an adult ESL class for parents interested in learning English.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents (including parents of ELLs) are invited and encouraged to be involved in the school community. Some of the programs include awards assemblies, holiday shows, science fair, parent breakfasts, family night and other celebrations throughout the year. Parents are welcomed into the classroom to participate in author celebrations and to attend field trips. The Learning Leader program trains parents to work as volunteers in the classrooms. All parents are encouraged to participate in the PTA. Additionally, the school provides programs for parents of ELLs some of which include weekend family field trips, ELL parent breakfasts, and ELL parent workshops.

2. The school partners with a number of agencies and community-based organizations to provide workshops for all parents, including parents of ELLs. We have partnered with Cookshop Classroom, Learning Leaders, Brooklyn Public Library, and Woodhull Hospital to provide workshops for parents.

3. The parent coordinator helps to determine the needs of parents by conducting surveys, as well as by having constant communication with them both over the phone and in person. Parents are also given the opportunity to complete “Question/Comment” cards in response to workshops and programs in which they participate.

4. The parent coordinator uses the information gathered both formally and informally to determine which activities and workshops to offer to the parents each year. In the past, workshop topics have included nutrition, CPR, and literacy. Based on a number of parent requests, this year we will offer an adult ESL class for parents interested in learning English.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. There are a number of assessment tools used to assess the early literacy skills of ELL students. ECLAS-2, Fountas and Pinnell, and running records are used to assess a variety of literacy skills. ECLAS-2 data provides specific insight as to how well each student can decode words, how fluently they can read, as well as how much of a story the student comprehends. It also has a spelling and vocabulary component, which determines the level of each student in these categories. The listening and writing data from ECLAS-2 provides teachers

Additional Information

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	6	1	1	1	1	0							
	A	2	3	2	3	5	2							
	P	1	4	1	8	4	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	4	0	12
4	2	5	1	0	8
5	2	2	0	0	4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	1	0	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	6	0	5	0	1	0	12
4	2	0	4	1	2	0	0	0	9
5	1	1	2	0	1	0	0	0	5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	2	1	3	0	9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. There are a number of assessment tools used to assess the early literacy skills of ELL students. ECLAS-2, Fountas and Pinnell, and running records are used to assess a variety of literacy skills. ECLAS-2 data provides specific insight as to how well each student can decode words, how fluently they can read, as well as how much of a story the student comprehends. It also has a spelling and vocabulary component which determines the level of each student in those categories. The listening and writing data from ECLAS-2 provides teachers with writing samples that can be analyzed in order to find each students specific strengths and weaknesses. Running records help to determine each students reading level and allows both the teacher and student to develop specific reading goals. Instruction is driven by the

Additional Information

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

Part VI: LAP Assurances

School Name: Leonard Dunkley

School DBN: 14K016

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

School Name: Leonard Dunkley**School DBN: 14K016****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Renny	Principal		10/11/11
Erik Van Gunten	Assistant Principal		10/11/11
Iraida Cortes	Parent Coordinator		10/11/11
Priscilla Mundo	ESL Teacher		10/11/11
Shenequa Jefferson	Parent		10/11/11
Jane Adler/SETTS	Teacher/Subject Area		10/11/11
Stephanie Foster/Speech	Teacher/Subject Area		10/11/11
n/a	Coach		10/11/11
n/a	Coach		10/11/11
Lisa Borgognone	Guidance Counselor		10/11/11
Margarita Nell	Network Leader		10/11/11
Anona Evans	Other <u>Data Specialist</u>		10/11/11
	Other		10/11/11
	Other		10/11/11
	Other		10/11/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K16** School Name: **Leonard Dunkly**

Cluster: **612** Network: **Grapevine**

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

Part A: Needs Assessment Findings

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

We use home language surveys. We translate 100% of family correspondences into Spanish. 40% of our staff are fluent in Spanish. At least one teacher in each grade is fluent in Spanish.

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

All parent notices need to be translated due to home language surveys.

Part B: Strategies and Activities

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

We have ESL classes for parents. At all meetings, interpreters are available. Written translation services are provided by staff members.

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

Oral interpretation is provided by school staff members.

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

We use home language surveys. We translate 100% of family correspondences into Spanish. 40% of our staff are fluent in Spanish. At least one teacher in each grade is fluent in Spanish. All parent notices need to be translated due to home language surveys. We hand out stickers on which parents write native language.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Leonard Dunkley	DBN: 14K016
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one): ✳conceptually consolidated (skip part E below) ●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): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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: Direct instruction for our Title III supplemental program will target students who have completed three or more years of service and are now receiving an extension of services. Our goal is to address the needs of these students so that they are able to attain proficiency, and prevent them from becoming long-term ELLs. ELL students, some of which are ELL-SWDs, in grades three, four, and five will be invited to participate in the after school program. The program will be held after school between the months of January and May, two days a week (Tuesdays and Thursdays), and each session will be an hour and a half. Our school has an ESL program, so English is the language of instruction that will be used in our supplemental program as well. The program will include 40 sessions, and will be given by Priscilla Mundo, the ESOL certified teacher. Based on the NYSESLAT, all of the students requiring an extension of services scored lowest on the reading and writing modality. Reading and writing through content will be the focus of instruction for our after school program. Therefore, materials such as the NYSESLAT and Beyond and Continental Press reading comprehension workbooks will be used to have students practice reading and writing skills and strategies. The Carousel of IDEAS English Language Development Program will also be used to help with the vocabulary and grammar components.

Part C: Professional Development

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

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

Begin description here: Professional development available to assistant principals, secretaries, and teachers, will focus on the methods of teaching ELLs, as well as strategies that could be used for differentiation in the general and special education classroom. This professional development will also include the process of identifying and servicing ELLs beginning with registration and continuing as they receive services. Some of the topics will include: Accommodating and Assessing ELLs, ELLs and the Common Core Standards, Distinguishing between Language Acquisition and Learning Disabilities, and ELLs with Disabilities. Our goal is to provide teachers with ways to address the needs of their ELLs and to provide resources that will support the instruction of ELLs. It also aims to inform all personnel about services and accommodations ELLs are entitled to receive. All personnel will be invited to attend the professional development sessions. Priscilla Mundo, the ESOL certified teacher, will provide six professional development sessions for throughout the 2011-2012 school year. Each session will be one hour long and will be held once a month (Mondays) from November through April. Sessions will be held on the following dates: November 21, December 19, January 23, February 27, March 19, and April 23.

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: Over the years, many parents have requested and expressed an interest in attending adult ESL classes. In order to engage parents, we will offer an adult ESL class, which will provide English language instruction to parents of ELLs. The focus of instruction will be listening/speaking skills, and activities that provide time for conversational interaction between parents. Listening and speaking skills are necessary for daily activities which adult ELLs encounter as parents, workers, family members, community members, and classroom learners. Teaching parents English will directly impact higher achievement for ELLs because the parents will be able to better support their children academically. Learning English will empower parents and help them become more involved in their child's education. Priscilla Mundo, the ESOL certified teacher, will provide 20 adult ESL classes for parents throughout the 2011-2012 school year. The classes will be held after school between the months of January and May, one day a week (Wednesdays), and each session will be an hour long. All parents of ELLs will receive invitations to join the ESL class.

In addition to the ESL class, a parent breakfast and a multicultural festival will be held as culminating celebrations for ELL parents and students. The multicultural festival will be held in December and the parent breakfast will be held in April. ELL parents and students will receive a formal invitation to these events. The purpose of these events will be to show appreciation to parents for supporting our school and ESL program, as well as for helping their children succeed throughout the school year. The programs will also enable parents to share some aspect of their culture with other students and their families. Parents will also be able to give feedback and suggestions about Title III programs, which will be used when planning programs for next year.

Part D: Parental Engagement Activities

Empty area for Part D: Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,762.54	<p>Per session for ESL certified teacher to support ELL Students: After school Program: 1 teacher x 1.5 hrs x 40 sessions x \$49.89= \$2,993.40 1 supervisor x 1.5 hrs x 40 sessions x \$52.00= \$3,120</p> <p>Per session for ESL certified teacher to support AP, secretary and teachers of ELLs: Professional Development: 1 teacher x 1 hr x 6 sessions x \$49.89 = \$299.34 1 supervisor x 1 hr x 6 sessions x \$52.00= \$312</p> <p>Per session for ESL certified teacher to support ELL parents: Adult ESL class: 1 teacher x 1 hr x 20 sessions x \$49.89 = \$997.80 1 supervisor x 1 hrs x 20 sessions x \$52.00= \$1040</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,008	-Treasures curriculum for supplemental instruction -Preparing for the NYSESLAT and Beyond -Continental Press Reading Comprehension
Educational Software (Object Code 199)		
Travel		
Other	\$429.46	Parent Involvement: Refreshments and Snacks \$100 Parent Breakfast \$100 Holiday Festival \$129.46 Teacher Resources: ESL teaching methods books: \$100 (to be raffled at professional development sessions)
TOTAL	\$11,200	