



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EDWARD B. SHALLOW IS 227

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K227

PRINCIPAL: BRENDA D. CHAMPION **EMAIL:** BCHAMPION@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
BRENDA D. CHAMPION	*Principal or Designee	
IGOR REZNIK	*UFT Chapter Leader or Designee	
PHYLLIS CANGRO	*PA/PTA President or Designated Co-President	
DINA HOOLE	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
JENNIFER BAUMEL	Member/TEACHER	
STACY MONOTRAKIS	Member/TEACHER	
DOLORES APICELLA	Member/PARENT	
LISA CERRATO	Member/PARENT	
KONSTANTINA MELAS-HATZIMINADAKIS	Member/PARENT	
ZUEHAI VARGAS	Member/PARENT	
	Member/	

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

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

By February 2012, professional development will be provided for all ELA and Math teachers that will offer strategies in engaging all students in at least one literacy and one math task (respectively) which is embedded in a rigorous curriculum unit aligned to the Common Core.

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.

While Edward B. Shallow IS 227 received an overall evaluation of "Proficient" on the Quality Review conducted for last school year 2010-11, the following was noted in the areas where the school needs improvement. "Even though professional development surveys inform school leaders of teachers' interest, there is no evidence that a targeted range of supports based on need is offered to staff, in order to support teacher growth and improve student progress. The lack of targeted professional development may hinder teachers' growth and affect student progress." As a result, targeted professional development is being provided to enable the ELA and Math teachers (specifically) that will support their growth as well as improve student progress on the literacy and math task that the students will be required to complete.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity

- Professional development will be conducted by a network specialist using support materials provided by the NYCDOE that are available for the Common Core standards.
- Target population: ELA and Math teachers
- Responsible Staff Members: Assistant Principal supervising Mathematics and Principal supervising ELA
- Teachers will be asked to provide feedback of the PD to ensure that they will be able to use the strategies/practices in facilitating instruction so that the students will be able to complete the task in ELA and in mathematics.
- Implementation Timeline: November 2011 through February 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Not applicable - Increasing parental involvement does not have an impact on achieving this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Principal electronically saves resumes received sent by interested teachers who appear highly qualified on paper that may be suitable match for the Shallow Community.
- Principal attends hiring fairs as necessary to identify and recruit highly-qualified teachers for ELA and math.
- Principal also visits NYCDOE “Teacher Finder” website to locate highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable – Coordination of Federal, State and local services, including programs supported under NCLB with instructional strategies/activities do not have an impact on achieving this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teaching Matters as well as the Mathematics Instructional Specialist from the network will provide initial professional development on the Chancellor’s PD day and provide subsequent training and support. The cost is paid through the set aside of FSF for our CFN as well as our partnership with NY Connected Learning.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
For the school year 2011-12 to develop with the other building administrators a plan to engage in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice that reflects use of data as well as analysis of student work that includes all the teachers in the building.

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.

The above goal was generated as a result of feedback from last year's Quality Review 2010-11 which indicated that we should: "Refine the system for monitoring teaching practice that reflects use of data and analysis of student work to provide feedback that supports teacher development."

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity

- Initial administrative cabinet meetings included development of observation schedule and plan using Danielson framework as a resource for indentifying effective teaching practices in the various domains for lessons for all students.
- The template that would be utilized for informal observations was shared with teachers.
- The observations (both formal and informal is an on-going process from September 2011 – June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Not applicable - Increasing parental involvement does not have an impact on achieving this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Principal electronically saves resumes received sent by interested teachers who appear highly qualified on paper that may be suitable match for the Shallow Community.
- Principal attends hiring fairs as necessary to identify and recruit highly-qualified teachers for ELA and math.
- Principal also visits NYCDOE "Teacher Finder" website to locate highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable – Coordination of Federal, State and local services, including programs supported under NCLB with instructional strategies/activities do not have an impact on achieving this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Administrative staff is funded with FSF as well as a small portion of Title I for administrators who provide professional development. A web-based software program has been reviewed and will be purchased as a resource to support providing feedback of observations in an efficient matter that incorporates Danielson's framework. FSF will be utilized procure this tool and to achieve the goal.

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

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

By June 2012, an increase by 5% will be demonstrated by Students With Disabilities in student performance on ELA as reported in the Progress Report.

Comprehensive needs assessment

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

As listed in the New York State Accountability Status Report, Edward B. Shallow is a SINI school Comprehensive Year 1 with an indication that Students with Disabilities is a subgroup that did not make AYP in ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Develop an inquiry team of teachers to focus on SWD to review their individual needs in ELA and create lessons for group and differentiated instruction.

- In the plan for the available SINI grant funds will include per session hours for this team to meet and discussion student progress as well as activities and or practices that will increase the students' achievement.
- Teachers will be given the opportunity to assess their progress with the students as well as offer support to their colleagues regarding the targeted student group.
- Plan will go into effect as soon as funds are available. Posting for this activity will be posted in December clearly indicating "Subject to availability of funds".

Activity #2

- Purchase of supplemental resources to assist in the providing differentiated lessons to meet the individual needs of students.
- Teachers will be given the opportunity to assess their progress with the students as well as offer support to their colleagues regarding the targeted student group.
- Plan will go into effect as soon as funds are available.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following two strategies included in the school's Title I Parent Involvement Policy will be implemented to achieve the above goal.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Principal electronically saves resumes received sent by interested teachers who appear highly qualified on paper that may be suitable match for the Shallow Community.
- Principal attends hiring fairs as necessary to identify and recruit highly-qualified teachers for ELA and math.
- Principal also visits NYCDOE "Teacher Finder" website to locate highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable – Coordination of Federal, State and local services, including programs supported under NCLB with instructional strategies/activities do not have

an impact on achieving this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teachers who are interested in joining an inquiry that focuses on SWDs' skills in ELA. SINI grant funds will be used if awarded.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, an increase by 5% will be demonstrated by English Language Learners in ELA as reported in the Progress Report.

Comprehensive needs assessment

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

As listed in the New York State Accountability Status Report, Edward B. Shallow is a SINI school Comprehensive Year 1 with an indication that ELL (Asian, Hispanic) is a subgroup that did not make AYP.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Develop an inquiry team of teachers to focus on ELLs to review their individual needs in ELA and create lessons for group and differentiated instruction.
- In the plan for the available SINI grant funds will include per session hours for this team to meet and discussion student progress as well as activities and or practices that will increase the students' achievement.
- Teachers will be given the opportunity to assess their progress with the students as well as offer support to their colleagues regarding the targeted student group.
- Plan will go into effect as soon as funds are available. Posting for this activity will be posted in December clearly indicating "Subject to availability of funds".

Activity #2

- Purchase of supplemental resources to assist in the providing differentiated lessons to meet the individual needs of students.
- Teachers will be given the opportunity to assess their progress with the students as well as offer support to their colleagues regarding the targeted student group.
- Plan will go into effect as soon as funds are available.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following two strategies included in the school's Title I Parent Involvement Policy will be implemented to achieve the above goal.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Principal electronically saves resumes received sent by interested teachers who appear highly qualified on paper that may be suitable match for the Shallow Community.
- Principal attends hiring fairs as necessary to identify and recruit highly-qualified teachers for ELA and math.
- Principal also visits NYCDOE "Teacher Finder" website to locate highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable – Coordination of Federal, State and local services, including programs supported under NCLB with instructional strategies/activities do not have an impact on achieving this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teachers who are interested in joining an inquiry that focuses on increasing ELLs' skills in ELA. SINI grant funds will be used if awarded along with Title III.

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 yEdward B. Shallow IS 227.

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	33	25	20	16	13	0	0	0
7	49	26	41	26	22	0	0	0
8	66	30	81	25	27	0	0	0
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	IS 227 will provide intense intervention based on student need. Great Leaps, AMPS, Read 180, Jamestown, Focus on Fluency, Plato, Riverdeep, SRA, Acuity and AAA.Spell.com programs all extend a structured focus specifically on improving reading, writing and vocabulary skills. The services will be delivered through small group, one-to-one and tutoring. After-school programs will vary and be held on a daily basis. Saturday programs will be ongoing and will primarily prepare students for the ELA and NYSESLAT State Assessments. AIS ELA instruction will be delivered to targeted students (3) three times a week using a combination of one-to-one, small group, individual instruction and during 37 ½ minutes. Technology is utilized through Acuity, Jamestown, Read 180, Plato, Riverdeep and AAA.Spell.com
Mathematics	Students build basic skills through progressive learning using SRA self-motivated, teacher directed lessons. Technology is utilized through Acuity, GOHRW.Com, Plato and AAA.Math.com to reinforce concepts and test taking skills. AIS Math instruction will be delivered to targeted students (3) three times a week using a combination of one-to-one, small group and individual instruction as well as 37 ½ minutes.
Science	Students will be assessed early in the year to determine strengths and weaknesses in science. The Glencoe’s NY Science program for middle school will be utilized providing support to targeted 6 th , 7 th and 8 th grade students to support inquiry based and hands-on learning in conjunction with technology, where targeted students become actively involved and immersed in problem solving and critical thinking. This support will be on going throughout the school year in classroom settings where instruction will be executed using a combination of one-to-one, small group and/or individual instruction as well as 37 ½ minutes.
Social Studies	Students will be assessed early in the year to determine strengths and weaknesses in social studies. 7 th grade students will utilize Holt McDougal social studies program to integrate standards-based content, reading instruction and active learning so students understand and experience history in a classroom setting. 6 th , 7 th and 8 th grade targeted students will receive on-going instructional enhancements using practice material consisting of DBQ’s and CRQ’s, essay formatting, political cartoons and content vocabulary and will be delivered throughout the school year in classroom settings and 37 ½ minutes using a combination of small group, one-to-one and individual instruction.

At-risk Services provided by the Guidance Counselor	Guidance Counselor's providing at risk services to this targeted population work to counsel students in strategies and techniques geared toward motivational skills, crisis intervention, self-esteem, decision making, anger management and career advisement. Sessions will be conducted three to four times weekly using a combination of one-to-one, small group and individual counseling.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

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.

EDWARD B. SHALLOW IS 227
PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in Edward B. Shallow IS 227. Therefore, Edward B. Shallow IS 227, 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 Edward B. Shallow IS 227 and the families. Edward B. Shallow IS 227'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 Edward B. Shallow IS 227 community. Edward B. Shallow IS 227 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 Edward B. Shallow IS 227 community;

Edward B. Shallow IS 227'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. Edward B. Shallow IS 227 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 Edward B. Shallow IS 227. 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, Edward B. Shallow IS 227 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend Edward B. Shallow IS 227 and will work to ensure that Edward B. Shallow IS 227 environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Edward B. Shallow IS 227 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Edward B. Shallow IS 227, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 20K227 **School Name:** Edward B. Shallow IS 227

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The areas that IS 227 were identified were English Language Learners(ELL) and Students With Disabilities (SWD) for their performance on the ELA examination. Our ELL population continues to grow with students coming in with various academic needs. While our Student With Disabilities population remains consistence in enrollment size, the students also have varying academic needs in literacy that has caused the school to be identified. The findings from the Quality Review suggest that IS 227 should:

Promote greater consistency in differentiation of instruction based on data so lessons reflect purposeful grouping, differentiated activities and targeted questioning that maximizes student learning.

Understanding the above recommendation as well as our findings of the specific academic issues that caused our school to be identified, we will support as well as necessitate instruction that includes more differentiated activities to meet the needs of our students particularly the ELL and SWD population.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

IS 227K will introduce a program of professional development for its teachers of core subject area of ELA and, Social Studies and special education teachers. The program will include 3 workshops per week for 6 weeks which may be formed by grade or content area. The professional developer will follow-up with workshop participants by viewing their classroom lessons and providing individualized mentoring for those selected for this program. Each workshop shall address a specific topic and take place during the school day for one period. Follow-up viewing will take place to ensure that instructional strategies presented in the workshops become part of the each teacher's lessons. Subsequent to viewing a lesson, the mentor will meet with teachers to discuss strengths and weaknesses of the lesson relative to workshop presentations. Planned workshops for the targeted core subject area teachers will be: Learning Content Area Vocabulary, Understanding Different Cultural Backgrounds of Diverse Student Populations, Strategies for Improving English Language Acquisition, Topics for teacher of special education include; Understanding and Using Different Learning Styles, Adapting Common Core Learning Standards to the Special Education Classroom, and Classroom Management Strategies. Research has shown professional development followed by mentoring is an effective method. The topics for each workshop are grounded in the latest research for all teachers which include targeted core subject area teachers and special education teachers. In his book, *Classroom Instruction that Works*, Robert Marzano cites the impact a highly qualified teacher can have upon his/her students and the need to employ a variety of instructional practices which are the basis of this

program's professional development topics. The program will be evaluated by school supervisors by observing teacher performance to determine the extent and depth to which they employ strategies presented and workshops. The program will take about 3 months to complete and will include 18 hours of workshops, viewing each teacher's lesson 3 times, and meeting with teacher three times to discuss their lesson. Teachers will be "covered" so they may fully participate in this program.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10 percent of the Title I funds used to provide high quality professional development as well as address the academic areas as identified will be used in the following ways:

- **50% Funding of Assistant Principal who provides professional development to ESL and SWD teachers,**
- **Per diem for coverages for teachers to receive professional development,**
- **Per session for after-school workshops,**
- **Transportation to and for Conferences that will provide workshops on researched based strategies for ELLs, SWD and differentiated instruction,**
- **Curriculum and staff development that provides workshops on best practices as well as researched based techniques for assisting in the language acquisition of ELLs and literacy skills for SWD populations.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program will involve teachers who have not been granted tenure because: 1) are not eligible for tenure (have not completed three years) and 2) received a one year extension of probation. The identified teachers will be assigned a buddy teacher (where appropriate) to meet with twice a week to focus on lesson planning, data inquiry and assessment. Mentees will also meet with their content area supervisor to provide professional development on pedagogical matters every other month as well as their academy supervisor for administrative issues. The principal will provide additional professional development beginning the second semester to address identified areas of individual need for targeted teachers that continue to be of concern.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

IS 227 will backpack a modified "Sample Parent Notification letter Template" as provided in the Principal's Portal. We will also send out a phone message in the languages of our families informing them of the meeting date, time and location to discuss the school improvement interventions that will be implemented to address the areas of concern as well as regain our status as a "School in Good Standing".

**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 Ms. Lewis	District 20	Borough Brooklyn	School Number 227
School Name Edward B. Shallow Intermediate			

B. Language Allocation Policy Team Composition [?](#)

Principal Mrs. Brenda D. Champion	Assistant Principal Ms. Lara-Lennon
Coach N/A	Coach N/A
ESL Teacher Tracy Kinal	Guidance Counselor Ms. Castelo
Teacher/Subject Area Ms. Ostrow IEP	Parent Ms. Apicella
Teacher/Subject Area Mr. Abreu , S.S.	Parent Coordinator Ms. Cangro
Related Service Provider Ms. Venezia	Other type here
Network Leader Ms. Lewis	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	8	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	3	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	1361	Total Number of ELLs	433	ELLs as share of total student population (%)	31.81%
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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. Identification of ELLs - Shallow Intermediate, IS 227 follows an initial identification process to ensure that students that may possibly be ELLs are properly identified, correctly and timely placed. The Assistant Principal, (A.P)of ELLs, Ms. Lara-Lennon, former ELLISS, with English as a Second Language (ESL) coordinator, Ms. Tracy Kinal, along with the pupil accounting secretary, Ms. Colgero, ensure the following initial screening process; at time of enrollment, the pupil accounting secretary calls the ESL coordinator, Tracy Kinal. If ESL coordinator is not available, the Assistant Principal of ELLs is then called. Assistant Principal is bilingual Spanish certified. If bilingual chinese required, one of the following bilingual Chinese speaking teachers are called to translate: Ms. Leung, ESL teacher, Mr. He, ESL teacher or Mr. Chiu, bilingual paraprofessional. The parent is given the Home Language Identification Survey (HLIS) according to their preferred language to determine LAB eligibility. If the Home Language is English and Student's only language, then the process is stopped and the student is placed in the general education program. If the home language is other than English or student's native language is other than English, the student is administered a Language Assessment Battery- Revised (LAB-R) by a licence ESL teacher. Sometimes an interview is necessary to make this determination. This interview is conducted by either Ms. Lara -Lennon, A.P. or Ms. Kinal, certified ESL teachers/ ESL coordinator in English and student's native language. If student language is either Cantonese or Mandarin, Along with Ms Kinal, ESL teacher/coordinator, the following teachers is called to translate, Ms. Leung, ESL teacher, Mr. He, ESL teacher or Mr. Chiu paraprofessional. If a translator is not available for a particular language, Translation and Interpretation unit is used. For Special education students- CSE makes the recommendations for ESL or bilingual services for students with disabilities.

Administering the Language Assessment Battery-Revised (LAB –R) -

If it is determined that student should receive the LAB-R, he/she is tested by Ms. Kinal, certified ESL teacher/ ESL coordinator. If the student scores at the proficient level, then the student is not an ELL and enters the general education program. If student scores at the Beginning, Intermediate or Advanced level, the student is an ELL. Students are placed in the desired program as chosen by the parent. Students who are Spanish speaking will receive the Spanish LAB. This is administered , either Ms. Lennon, A.P or Ms. Lopez ,Spanish speaking certified ESL teachers. Once it has been determined that a student is an ELL, parent is given the choice to place the child in one of the following programs; Traditional bilingual, Dual Language, or Free standing ESL at the Parent Orientation meeting. Meeting are conducted in parents native language. Materials provided by DOE are used during these meetings. All of this is done within ten (10) days. Bilingual translators are used to conduct meetings. All information is then entered in the ELPC screen as required. In order to comply with the Parent Choice and Program Selection Forms all ELLs participate in a free-standing ESL program and receives the required amount of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL participate in small group instruction and are grouped by proficiency level. Parents who wish to have bilingual are informed of neighboring schools where such program exists. The school goes through lengthy efforts by checking with OELL, NYC BETACs and placements office for assistance. If programs do not exist parents are inform, that when 15 students in two contiguous grades are reached who may also want bilingual, a bilingual class may be

open if they still want bilingual. Parents are informed of their rights in their native language. We use translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and onsite interpretation services. IS 227 is extremely lucky to have a wealth of onsite Bilingual personnel (Assistant Principal, teachers, paraprofessional and guidance counselor) that assist with placement and Parent Orientation.

Annual Evaluation of ELLs - Once results are available, the ESL team consisting of the Assistant Principal, ESL Coordinator and certified ESL teachers review the scores of the students. The data is broken down so that the four modalities are grouped: listening & speaking and reading & writing. The raw scores of the grouped modalities are used to determine the level of the student. The lower level of the grouped modalities is used to designate whether the student is a beginner, intermediate, advanced or proficient. The students will then receive the mandated services according to this evaluation.

2. Structures for Parent Understanding of Program Choices - IS 227 provides ELL parents with information about identification and placement bilingual / ESL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these meetings within the mandated ten (10) days as well as ongoing throughout the school year. The ESL coordinator, A.P. and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. ESL coordinator as well as Assistant Principal provides parents with information about curriculum, learning standards, expectations for students, and assessments. All information is conveyed in the same manner as meetings for identification and placement.

3. Parent Notification Letters -The ESL coordinator along with the Assistant Principal ensure that parents whose children still qualify for ESL services receive Continued entitlement Letters. This letter is distributed at the beginning of the school year to existing ELLs in the program and to any student that transfers to IS 227. At the same time the NON-Entitlement Letter is distributed to the students that passed the NYSESLAT in the spring. Entitlement letters are sent to parents of newly arrived ELLs in NYC and at IS 227. Once a child has been identified as requiring services, a placement letter is sent home. This letter informs the parent of whether or not their child is entitled to services The ESL coordinator keeps records of students and letters that they have received. All these letters are kept in a binder in the ESL coordinators office as directed by the Assistant Principal, former ELL ISS. Phone calls are made when a letter is not returned. These phone calls are made in the students' native language by either Assistant Principal, teacher, paraprofessional or guidance counselor.

4. Criteria & Procedures used for Identifying ELLs - If the student scores at the proficient level, then the student is not an ELL and enters the general education program. If student scores at the Beginning, Intermediate or Advanced level, the student is an ELL. Students are placed in the desired program as chosen by the parent. Students who are Spanish speaking will receive the Spanish LAB. Once it has been determined that a student is an ELL, the parent is given the choice to place the child in one of the following programs; Traditional bilingual, Dual Language and Free standing ESL. All of this is done within ten (10) days. A bilingual translator is used to conduct meeting.

5. Parent Program Choices - This year, one parent has chosen bilingual Cantonese, one bilingual Mandarin, and one Dual Arabic Language in the six grade. One three parents have chosen Spanish bilingual in the 7th grade, and one in the 8th grade. A total of five parents have chosen Dual Language Cantonese programs. One parent has chosen Bilingual Arabic program in the 7th grade. And Arabic Dual Language in the 8th grade. Two Mandarin bilingual in the 7th grade and four Cantonese bilingual in the 8th grade. One Bilingual Urdu in the 8th grade. It is because of the parent choice that we serve our students are served with Free standing ESL program.

6. Alignment of Program models and Parent Requests - IS 227 program models are aligned with parent's choice.

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
Page 21

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	433	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	96	Long-Term (completed 6 years)	34

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	299	0	4	100	0	14	34	0	1		433
Total	299	0	4	100	0	14	34	0	1		433

Number of ELLs in a TBE program who are in alternate placement: 8

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	18	18					60
Chinese							102	96	118					316
Russian							0	2	1					3
Bengali							0	0	1					1
Urdu							5	5	4					14
Arabic							10	6	14					30
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	1	0					1
Albanian							1	2	0					3
Other							3	1	1					5
TOTAL	0	0	0	0	0	0	145	131	157	0	0	0	0	433

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

A. Programming and Scheduling Information

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. Delivery of Instruction - The school was reorganized into three academies in 1997, each headed up by an assistant principal. These are The Renaissance Project, The School of Environmental Studies and The School of American Experience. ELL students are fully integrated throughout the school and represented in each academy. Students are served via a pull-out model and are homogenously grouped for by proficiency level for ESL periods. For the school year 2011-2012, we will continue with the academy reorganization; the Renaissance project will be housing six graders only. The other two academies will have seven and eighth graders.

2. Ensurance of Mandated Instructional Minutes - ELLs participate in a free-standing ESL program and receives the required amount of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL participate in small group instruction and are grouped by proficiency level. ESL teachers' schedules are aligned with ELA teachers' schedules to better serve and ensure that all students receive the manadated minutes of ESL as manadated by Part 154.

3. Description of Delievery of Content area in each Program - ELL students fully participate in ELA, Math and other content areas of instruction with non ELL students. All ELL students are taught using the Shining Star Program. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with students' workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom.

The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA with a 90 minute literacy block Classroom libraries, academic support personnel in the classroom and the assignment of a full-time literacy coach will further support ELA instruction.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. IS 227 uses McGraw Hill text books. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies- for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Students in the six grades use the Our World's Story textbook by Harcourt Brace and Company. Students in seven and eight grades are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content area teachers receive professional development on how to differentiate for ELLs.

Math Instruction - Includes the implementation of a 90-minute Math block and daily writing activities using Impact Math and is supplemented

by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY

A. Programming and Scheduling Information

State

standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will

receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy.

ESL Strategies across the curriculum, Stages of Second Language Acquisition, Exemplary Practices for Engaging ELLs in the Mainstream Classrooms and Cluster Teacher Instructional Programs, Integrated Reading and Writing Lessons for ELLs, Differentiated Instruction and

Accountable Conversations for ELLs, Teaching students metacognitive strategies , Connecting the curriculum to a student's culture/experiences,

Use of manipulatives, pictures and or objects, Providing demonstrations of academic tasks before students are asked to perform them (modeling) as well as The Writer's Workshop for ELLs are implemented to ensure that ELLs meet standards and pass the required city and

4. Ensurance of Evaluation of ELLs in their Native Language - All students are given the NY State Math assessment in their native language as available. In addition, all studnets are provided with glossaries during all testing as allowed by the city and State mandates.

5. Differentiation of Instruction for ELL subgroups - Part 154 Extension of Services List allows Long Term ELL's to remain in ESL and allows for extended time as a test modification on all standardized tests. Academic Intervention Services (AIS). A teacher, specifically assigned for this purpose, will instruct Extension of Services students in small groups. AIS teacher will focus on reading and writing strategies as well as test preparation to ensure that Long Term ELLs meet the standards. A teacher who has been assigned to work with "newcomers" provides instruction that helps these students acquaint themselves to American life and orient them to American culture, their new community, and school routines/expectations. The newcomers use the English Language Learning and Instruction System, ELIIS. This is interactive multimedia software for teaching English as a second language. The software uses translation in more than 60 languages, video and digitalized sound, voice recording and animation to make teaching and learning English a more participatory process. We are also implementing the R.E.V. program. R.E.V vocabulary enrichment program the program consists of 10-minute-a-day vocabulary instructional activities that assist English Language Learners to develop academic language in reading and writing. Data indicates that the ELL population can significantly benefit from vocabulary instruction. This program will be primarily used with intermediate and advanced students.

For the 2011-2012 school year, IS 227 will continue to implement Achieve 3000. 375 licences were purchased to serve beginners, intermediates and advanced students. Achieve 3000 is a simple Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency, as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research.

ELLs with IEPs will receive all above services and will be serve according to their IEP mandates. Although we do not have a large population

of SIFE students, a SIFE libraries have been purchased to be used with SIFE students Professional development on how to better serve this population is also being implemented.

6. Instructional Strategies & Grade Level Materials for SWELLs - In addition to using the above mentioned materials , teaches of SWELLs use strategies that include, but are not limited to: Giving student additional time to answer; Open book tests; Have student repeat directions in his/her own words; allow the use of Native language electronic translators/dictionaries; Use technology for listening, reading; and writing; provide many units of vocabulary; Use of flashcards; Give clear instructions on routines in the classroom, Make learning relevant to students' experiences; use differentiated instruction to addressed language and learning style needs.

7. Meeting Needs of SWELLs - Principal and Assistant Principal ensure that all ELL and SWELL students' programs are aligned in order for students to have access to all classes (gym, art, music, AIS, etc) programs and extracurricular activities as the English Proficient, E.P. students.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

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

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

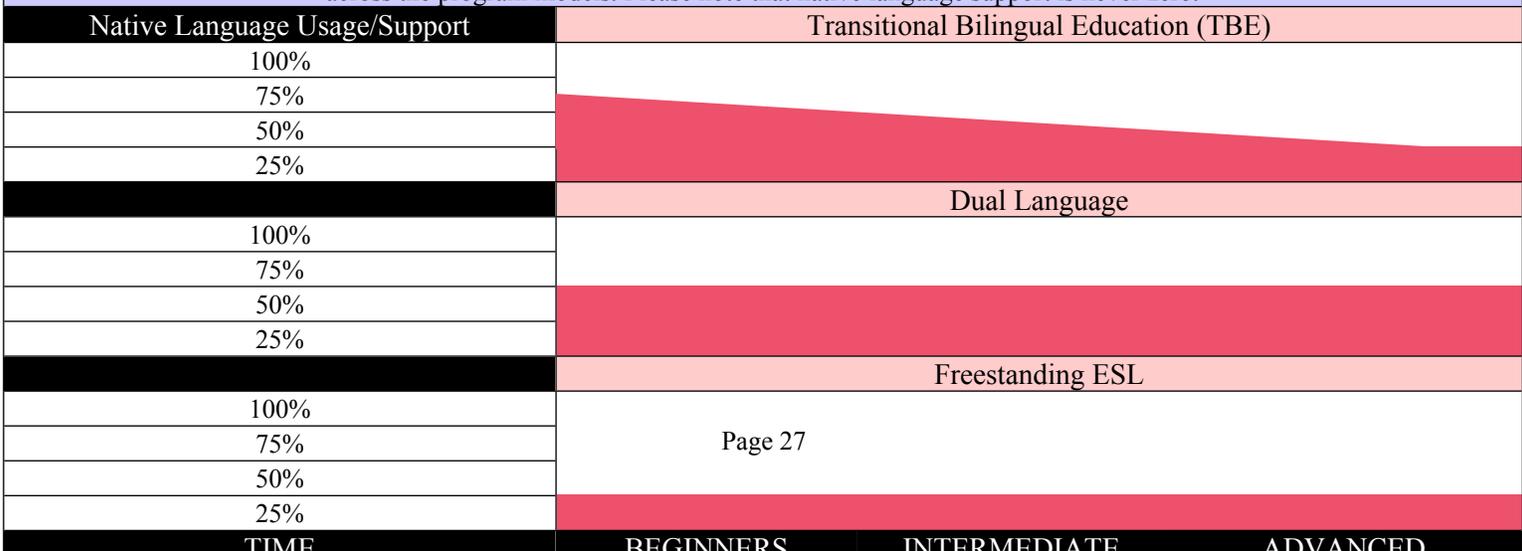
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

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



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. IS 227 continuously uses a data-driven approach to improve student performance. By using item analysis, portfolio assessment, and other indicators we identify and address student weaknesses and target areas for growth on an on-going basis. The Assistant Principal of ELLs and the ESL coordinator use the RMSR and the RNMR on ATS from the NYSESLAT to program the ELLs according to level. This data is also used by teachers to plan instruction. For those students that do not have a NYSESLAT score the LAB-R score (data) is used. Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services in one of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy. In order to target the needs of ELL population, IS 227 analyzes and interprets all assessments; ELL interim assessment, acuity, ELA tests scores, NYSESLAT scores and NYSESLAT scores by modalities. We additionally note students' years of ESL service, years in the United States, educational level in their country of origin and any other relevant information that may help teachers get a better snapshot of the student they are working with, (for example: student comes from Mexico, but does not speak Spanish.) In addition to the data gathered by the above assessments, teacher's conferencing notes are kept. All the results of the above indicated assessments are essential and used planning and implementing data driven, standards based, differentiated lessons using Tier I and Tier II interventions that are specific to the needs each student. Data is updated monthly for ELL students grades sixth (6) to eight (8).

9. ELLs that have reached proficiency on the NYSESLAT continue to receive AIS services as well as all testing accommodations State test exams.
10. No new programs; IS 227 will continue to implement Achieve 3000. 375 licences were purchased to serve beginners , intermediates and advanced students Achieve 3000 simple Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency, as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research.
11. All programs used last year will be used in 2011-2012. This was decided because of the good results we had in the 2010-2011 school year.
12. ELL students fully participate in the ELA, Math and other content areas of instruction with non ELL students All ELL students participate in extracurricular activities that include but not limited to; educational class trips, educational performances, the arts and music, additionally: NIA, Chess club, Culinary Arts, Guitar, New Comers, Chorus, Public Speaking and Debate, Photography and ELA & Math via Technology.
13. All ELL students are taught using the Shining Star Program. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a student workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies. ELLIS for Beginners. Achieve 3000 for all levels, R.E.V it Up for Intermediate and advance levels.
14. In order to support native language IS 227 has an extensive Lending Library in the students' native language. We additionally support

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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. Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent

workshops will continue to be designed to bring the parent community (with a specific focus on reaching our ELL and Special Education parents) as well as the wider community together to support all of the students in the school. The Parent Coordinator plays a vital role in the facilitation of outreach to the parent community via surveys and phone calls. The PC continues to offer the following opportunities for parental involvement at IS 227: Family Outings, Parent special activity workshops, ESL Parent Orientation Workshops, are offered thorough the year in the language parents understand. Translators are available for these meetings and all school written communication are translated as well.

2. We have partnership with the "Leadership" program. This CBO provides afterschool clubs for students and parent workshops. The parents' workshops take place one time a month; they are theme focused based and translators are made available when necessary.

3. IS 227 is one of the participating schools with The NYC Connected Learning program. This program has provided to all our 6th and now 7th grade students with home computers, and other services. Taking advantage of this great program, we evaluate the parent's needs through online and hard paper surveys. Mrs. Champion, Principal, generates surveys through "Monkey Surveys. Com." The surveys requests for parents' feedback on various needs and issues. Hard copies of these surveys are also sent home to parents with students. Ms. Linda Neve, Parent coordinator, follows up with phone calls and answers any question that may arise. Ms. Neve, makes use of the translation and interpretation services as needed.

4. After reviewing the survey responses activities to address the needs are planned. The parent coordinator address those needs by setting up workshops. Workshops may include but not limited to, helping at home with homework, taking to your students. Parent coordinator also facilitates meeting with teachers.

We also have orientation tours to inform parents of the incoming 6th graders for the upcoming school year. During this time, parents have an opportunity to visit the school, get informed about programs in the school, visit classrooms, meet teachers, and get an overall idea of how the school functions in a daily basis. Translators are available for these parent orientations. Parents will leave the school with an idea of what are the school expectations, rules and regulations, assessments, instructional standards, academic rigor and support on their part to work with the school community to their children's best interest.

We invite parents to send out letters with questions and concerns in order to address their needs. Parents send us request that they are interested in workshops on how to assist their children with homework, emotional and social issues they are encountering at home.

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)?

N/A

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.

Our needs assessment shows that professional development is needed in the balanced literacy model in the ESL class. Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside

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Our needs assessment shows that professional development is needed in the balanced literacy model in the ESL class. Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside professional development as it becomes available. Cooperative Learning , ESL/LA standards, Adapting Content Area , Incorporating graphic organizers , Portfolio assessment NYSESLAT ,ESL strategies , Classroom Management, Content Based Instruction/ Sheltered instruction method ,Overview of Second Language learning theory; BICS, CALP Comprehensible Input Scaffolding,Think aloud ,Social Cultural theory ,Addressing the needs of English language Learners with disabilities Team teaching strategies , Vocabulary PD, Common core standards, Danielson Rubrics. This year the principal is teaching a 6th grade class ELA which 1/3 of the students are ELLs. She has had discussions with teachers of the strategies she is using to support their transition from elementary school to middle school. The principal has also invited teachers to see her teach the class. The principal is planning to work with a team of teachers mid-year to create a strategy & practice guide for assisting ELLs make a smooth transition to middle school. We additionally provide all staff members, (AP, subject area teachers, guidance counselors, Special Education teachers, Psychologist, Occupational Therapist, Physical Therapists, Speech Therapist, Secretaries and Parent coordinators) with an ESL strategy of the week, every week and with inter-visitations as well as lunch and learn. Training will also take place during monthly Academy meetings. Lastly, the CFN , Asian and Spanish BETACs have provided and will continue to provide professional development to meet the minimum 7.5 hours of ELL training for all staff as per Jose P.

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We also have orientation tours to inform parents of the incoming 6th graders for the upcoming school year. During this time, parents have an opportunity to visit the school, get informed about programs in the school, visit classrooms, meet teachers, and get an overall idea of how the school functions in a daily basis. Translators are available for these parent orientations. Parents will leave the school with an idea of what are the school expectations, rules and regulations, assessments, instructional standards, academic rigor and support on their part to work with the school community to their children’s best interest.

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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
Beginner(B)							39	28	60					127

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:

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

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							20	10	5				
	I							26	22	33				
	A							45	65	47				
	P							30	29	52				
READING/ WRITING	B							32	30	34				
	I							28	46	55				
	A							55	47	56				
	P							6	5	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	40	45	4	0	89
7	64	17	0	0	81
8	71	24	3	0	98
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		11		46		60		15	132
7		24		51		37		16	128
8		21		49		47		34	151
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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: Shallow Intermediate

School DBN: 20k227

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Brenda D. Champion	Principal		11/4/11
Ms. Lara-Lennon	Assistant Principal		11/4/11
Ms. Linda Neve	Parent Coordinator		11/4/11
Ms. Kinal	ESL Teacher		11/4/11
Ms. Cangro	Parent		11/4/11
Mr. Abreu, SS	Teacher/Subject Area		11/4/11
Ms. Venezia, SETTS	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Castelo	Guidance Counselor		1/1/01
Ms. Lewis	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K227** School Name: **EDWARD B. SHALLOW**

Cluster: **1** Network: **111**

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.

Approximately 1/3 of our students are English Language Learners. Indicators that have been used to assess our school's written and oral interpretation needs are through observation of parents that need assistance when registering their child, parental visits for parent conference with teachers, guidance or administrators. Other observations have been noticed during PTA meetings or other events where parents were invited to the school. Also, the school determines the primary language of parents as follows; parents are given the Home Language Identification Survey (HLIS), where they indicate their language preference. Additionally parents receive the Parent's Preferred Language Form. Parents indicate in what language and how they would like to communicate with school. Both forms are filed in students cumulative folders. Additionally, information is recorded in students Emergency Contact Card. In order to meet the needs of the parents we use translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and interpretation Unit, including document translation and onsite interpretation services. IS 227 is extremely lucky to have a wealth of onsite Bilingual personnel. (Assistant Principal, teachers, paraprofessional and guidance counselor) that assist with the communication with the parents. With these procedures and resources we have been able to assess our school's written translation and oral interpretation needs thus ensuring that all parents are provided with appropriate and timely information in a language that they can understand.

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.

Summary of major findings of our school's written and oral interpretation needs indicates that we have over 21 languages represented in our school. Cantonese - 303, Spanish - 271, Mandarin 221, Chinese - 166 and Arabic - 65 being the largest number represented out of the nine primary languages spoken by a student's parent or guardian, as determined by the Department of Education.

IS 227 makes every effort to provide oral and written information to these parents as well as parents of lower incident languages. Schools findings were reported to the school community via school Leadership Team, Academy, UFT Consultation, and departmental meetings.

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.

DOE translation and interpretation Unit is utilized to provide written translation to parents as well as the staff members. This internal DOE provider has the capability of accommodating our translation needs for languages as indicated in Part A. Staff members that wish to have written translation, need to submit documents to ESL coordinator at least 2 weeks in advance to ensure a timely return. I pads, and laptops with the appropriate software are used to translate documents that need immediate translation.

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 translation is provided to parents by the following. There is one Assistant Principal who is bilingual Spanish certified as well as Ms. Castelo, a guidance counselor. We additionally have on staff many pedagogues that speak Spanish such as Ms. Mendes, paraprofessional, Mr. Thompson, paraprofessional and Ms. Santana, Spanish teacher. If bilingual Chinese is required, one of the following bilingual Chinese speaking teachers are called to translate: Ms. Leung, ESL teacher, Mr. He, ESL teacher or Mr. Chiu, bilingual paraprofessional. If a translator is not available for a particular language, the DOE Translation and Interpretation unit is used.

Since the DOE Translation and interpretation Unit does not do on site interpretation, IS 227 uses the services provided by Legal Interpretation services. This agency is contracted to provide translation during parent teacher conferences. Between our in-house providers, DOE internal providers and a contracted vendor we are able to obtain oral interpretation services to meet the needs of the parents who speak the languages as specified in Part A.

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>.

In order to comply with Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services written documents will be translated in the languages indicated in Part A response 2. The Chancellor's letters will be sent home in the translations that are provided to meet the language needs of the family . School written communication will be translated where possible in the indicated languages. A notice is posted in the lobby indicating where information can be obtained in other languages for written documents and/or oral communication. Staff members who receive parents when they visit are informed of contact persons when a parent needs translation and interpretation services. On-going notification that translation services can be provided by the school will be sent to parents at the start of the year, mid year and as necessary.

All parents receive a translated version of The Bill of Parents Rights and Responsibilities. Parent coordinator and ESL coordinator under the supervision of Ms. Lara-Lennon, A.P insured that all signs pertaining to Chancellors Regulation A. 663 are posted, visible and translated. Including but not limited to the "I Speak "card which is posted by the main entrance and main office.

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: IS 227	DBN: 20K227
Cluster Leader: Ms. Corinne Rello-Anselmi	Network Leader: Ms. Lucile Lewis
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other: reduce class size and push-in services
Total # of ELLs to be served: 225
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
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: The title III program at IS 227 will consist of a Push- In, classroom reduction and an after school. Mr. He, F- status ESL certified teacher, will push-in to approximately 225 sixth through eight grade students. The ESL teacher will push-in four times a week from November to June. Please see the attached schedule which reflects times of Pd to teachers, parents as well as periods Mr. He pushes into the ESL achieve 3000 lab times as well as science periods.

Our data indicates that ESL students' needs are greater in the writing modality, therefore the Title III teacher will focus on writing skills by working with other ESL teachers in a reduce class size setting using Achieve 3000 program. This is a simple Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency, as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research. We have had good results in the past using this program and believe that by providing additional teacher support, students will be better able to learn how to navigate the program, complete assignments, receive more individualized attention; thus yielding better results in the writing, reading and listening modalities. During the push in by Title III teacher,

Additionally, data indicates that ELL students need more support in the content areas particularly in science. Therefore, Mr. He, Title III teacher will work in conjunction with Ms. Thompson and Mr. Bosco, both certified science teachers of the following classes where more than half the students are English Language Learners - 731 (16), 832 (19), 835 (16) and 836 (18). The purpose of this supplemental instruction is to increase English proficiency while improving student achievement on Science State Test.

During the push-in periods in the ESL class as well as the content area classes, these periods are set up to follow a CIT approach. For the most part the One Teach, One Assist model will be used; one person would keep primary responsibility for teaching while the other ESL teacher circulates through the room providing unobtrusive assistance to students as needed. ESL students will benefit of having two teachers during their ESL mandated minutes as well as when they are receiving science.

For the after-school program, 75 ELL students will be invited in 6th through 8th grades in all ability levels. Priority will be given to students that score at the beginner and Intermediate level. The target population was identified using the 2011 NYSESLAT scores as well as LAB scores.

Students will focus on all language skills with a concentration on writing. Two ESL certified teachers will execute these sessions in a small class size setting for ELLs. These sessions will meet 2 times a week for 2 hours. The days for after school selected for the program is Tuesday and Wednesday. Preparation for the NYSESLAT will also take place during these sessions. NYSESLAT test prep material from Continental Press (Pearson) will be purchased. We have used this material in years past and have yield

Part B: Direct Instruction Supplemental Program Information

good results. This material will help students become familiar with the types of questions they will face on the testing day. The objective of this program will be for the student to increase their proficiency by at least one level. American culture will also be stressed to assist with building the students' prior knowledge. This knowledge is a necessity for ultimate success on the exam. The session will run from January through mid June. In addition to test prep; students will be working with the Boost series by Pearson and Longman. This series uses an integrated skill approach across reading, writing, listening and speaking modalities. The lessons that will be covered include, but are not limited to finding the main idea (reading) writing clearly in English (writing) , introducing yourself (speaking) and listening for information (listening) just to list a few. The Boost series will be at no cost to Title III program.

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:

Mr. He's schedule (attachment) reflects the times and duration of the weekly professional development. All professional development periods last 45 minutes and take place on Tuesdays period 6th, Wednesday period 5 and Thursday period 4th. Additionally, Mr. He runs parent workshops from 2:15 to 3:05 pm Tuesdays and Wednesdays.

This on-going weekly professional development sessions beginning in December 2011 will be held. Professional development meetings offering ESL teaching strategies, are planned for ELL teachers and mainstream teachers of ELL students. These professional development meetings will be provided by Mr. He, ESL certified Title III teacher, at no cost to the program. Key TESOL strategies and methods, Overview of Second Language learning theory; BICS, CALP Comprehensible Input Scaffolding, Think aloud, Social Cultural theory, Addressing the needs of English language Learners with disabilities, Vocabulary PD, and circumstantial information pertinent to understanding the challenges ELL students will be presented.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will be designed to bring the parent and school community closer (with a specific focus on reaching our parents ELL students attending title III program). Mr. He, ESL certified Title III teacher, will provide workshops to parents on a weekly basis. Topics include but not limited to: How do parents help children at home with their school work, How to communicate with school, How to read you child's report card, Criteria for exiting students, Clarification of school's procedures and culture, Stages of language acquisition: BICS and CALP, State testing: the school's expectations & parents' expectations , How to read and understand report cards, Study habits, and What to expect during parent/teacher conferences.

Workshops will begin in December and will be an hour long. Translated notifications containing topics , time and place for these workshops will be sent home on a montly basis.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	????	