



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MS 045 S.T.A.R.S. PREP

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**    \_04M045

**PRINCIPAL:**    TOMASZ GRABSKI    **EMAIL:** [TGRABSKI@SCHOOLS.NYC.GOV](mailto:TGRABSKI@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:**    LUZ CORTAZZO

### 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
Tomasz Grabski	*Principal or Designee	
Luis Diaz	*UFT Chapter Leader or Designee	
Cynthia Cherry	*PA/PTA President or Designated Co-President	
Lenore Estrada	DC 37 Representative, if applicable	
Quess Green	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
David Andre	Member/Teacher	
Carl Disarno	Member/Teacher	
Katrina Brice	Member/Teacher	
Elizabeth Patrick	Member/Parent	
Rachel Cranston	Member/Teacher	
Maria Moreira	Member/Parent	
Trayshawn Brantly	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June, 2012, 90% of all classroom teachers will effectively implement at least one literacy performance task as the culminating summative assessment for a well sequenced unit of instruction focusing on nonfiction and based on selected Core Curriculum Standards, this will help to increase our student's understanding of informational text and consequently raise their test scores.

### **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.

Our average proficiency is 2.35 with roughly 90% of students performing at levels 1 or 2. As a result of this performance we have a differentiated accountability status from the state.

### **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.
1. The Instructional Cabinet (Lead Teachers, the AP and the principal will turnkey the unwrapping of the ELA standards and explain the expectations of the tasks in ELA.
  2. The Teacher Teams will design and revise in collaboration with the Principal curriculum maps that are aligned to the Common Core Curriculum Standards.
  3. Cabinet and the teachers will participate in small focused group and individual coaching by the literacy consultant and the Network Instructional Liaison.
  4. The ELA Lead Teacher identified as the Common Core Liaison will facilitate the collection of the deliverables associated with the planning and conducting of the tasks.
  5. The Lead Teachers in collaboration with the Principal will organize the monthly professional development sessions for all teachers that will focus on the ELA task.
  6. Classroom teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEPs, ELLs, and students with varying reading levels.
  7. Library-Media Center and Science cluster teachers will reinforce the non-fiction units with support in research skills.
  8. Time will be provided for teacher intervisitations within the grades, across the grades and the disciplines (i.e. Science).
  9. Lead Teacher Mentors and grade leaders will provide individualized support for each teacher as well as collegial support.
  10. During the implementing of the task and after the task is complete, the Teacher Teams will analyze student work to determine

gaps between what students currently know and are able to do in terms of the Common Core expectations. This consistent analysis will inform teacher decisions about what and how to teach the identified anchor standards in ELA. Teachers will receive Professional Development training on the use of the Tuning Protocol (part of our Cycle of Continuous Improvement) and will be supported in using the protocol.

#### **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.
  
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
  - *Parents will be advised regularly of their student's progress by the content area teachers via phone calls and e-mails.*
  - *Three Interim progress reports will be issued half way through each report card period in October and January and March*
  
- **provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as needed  
Parents, A.P.'s, and teachers will set up a mutually acceptable meeting time. Parents will also be able to meet with teachers after each Progress report.
  
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Parents will be invited to volunteer to be class parents- two per class
  - Parents will be invited to presentations in the child's content area classes.
  - Parents will also be invited to our yearly Art Expo, Science Fair, Math Fair, Literacy Celebrations and Social Studies Museum. They will also be invited to any student performances and Awards Assemblies
  - Parents will be notified of these events via our yearly calendar, our monthly newsletter/ calendar, our automated Phone Messenger , teacher invitation and e-mail using the E-chalk program

#### **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 become highly qualified, in order to achieve this goal.

We will continue to provide our teachers with the necessary professional development both inside and outside the school to ensure that they complete any certification they require. We will also continue to attempt to recruit and retain only 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.

Students participate in CFES, CityYear, Attendance Court and Comp2Kids.

**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.

We will use NYSTL and Title I funds for instructional materials to support this initiative.

Title III funds will be used to support our ELL students.

We have used FSF for coverages when necessary.

**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.

By June, 2012, 90% of all Classroom Teachers will effectively implement a cognitively demanding mathematics task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution, as outlined in the Common Core Learning Standards for Mathematics. The incorporation of this content will also help in increasing student proficiency on the state exam by 5%.

**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.

Our average proficiency is 2.49 with roughly 80% of students performing at levels 1 or 2. As a result of this performance we have a differentiated accountability status from the state.

**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.
  1. The Instructional Cabinet (Lead Teachers, the AP and the principal will turnkey the unwrapping of the Math standards and explain the expectations of the tasks in Math.
  2. The Teacher Teams will design and revise in collaboration with the Principal curriculum maps that are aligned to the Common Core Curriculum Standards.
  3. Cabinet and the teachers will participate in small focused group and individual coaching by the literacy consultant and the Network Instructional Liaison.
  4. All classroom teachers will engage in professional development around the selected mathematics instructional units and

performance tasks to address the needs of students with IEPs, ELLs, and students with varying math levels.

5. Supervisors, consultant, network support staff and teachers will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics.
6. Supervisors, data specialist, grade leaders and teachers will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions.
7. The Math Lead Teacher identified as the Common Core Liaison will facilitate the collection of the deliverables associated with the planning and conducting of the tasks.
8. The Lead Teachers in collaboration with the Principal will organize the monthly professional development sessions for all teachers that will focus on the Math task.
9. During the implementing of the task and after the task is complete, the Teacher Teams will analyze student work to determine gaps between what students currently know and are able to do in terms of the Common Core expectations. This consistent analysis will inform teacher decisions about what and how to teach the identified anchor standards in Math. Teachers will receive Professional Development training on the use of the Tuning Protocol (part of our Cycle of Continuous Improvement) and will be supported in using the protocol.
10. Supervisors, coach, and consultants will provide staff with on-going professional development opportunities such as Lunch and Learns, demonstration lessons, and intervisitations to improve teacher practice.
11. Teachers will have the opportunity to plan and collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics during common planning time.

Mentors and Network support staff will provide staff with on-going curriculum support

#### **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.
  - **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
    - *Parents will be advised regularly of their student's progress by the content area teachers via phone calls and e-mails.*
    - *Three Interim progress reports will be issued half way through each report card period in October and January and March*
  - **provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as needed  
Parents, A.P's, and teachers will set up a mutually acceptable meeting time. Parents will also be able to meet with teachers after each Progress report.
  - **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
    - Parents will be invited to volunteer to be class parents- two per class
    - Parents will be invited to presentations in the child's content area classes.
    - Parents will also be invited to our yearly Art Expo, Science Fair, Math Fair, Literacy Celebrations and Social Studies Museum. They will also be invited to any student performances and Awards Assemblies
    - Parents will be notified of these events via our yearly calendar, our monthly newsletter/ calendar, our automated Phone Messenger , teacher invitation and e-mail using the E-chalk program

**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 become highly qualified, in order to achieve this goal.
- We will continue to provide our teachers with the necessary professional development both inside and outside the school to ensure that they complete any certification they require. We will also continue to attempt to recruit and retain only 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.
- Students participate in CFES, CityYear, Attendance Court and Comp2Kids.

**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.
- We will use NYSTL funds for instructional materials.  
We have used FSF for coverages when necessary.

### 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, 100% of teachers will have experienced at least 6 mini-observations based on the Danielson rubric and competencies. 50% of teachers will show movement along the Danielson rubric.**

#### **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.

A focus on teacher practice will improve student progress and understanding. Additionally, we have noted through individual teacher goals, the specific needs of each of our teachers and how they need to be supported.

#### **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.

1. Roll out the Priority Competencies from Danielson's Framework with staff during the first two months of the academic year. Provide teachers with a self-assessment tool that is aligned to the Priority Competencies so they will begin to self-assess skill areas in need of improvement in their teaching.
2. Meet with teachers individually regarding strengths, goals, challenge areas and have them determine supports that will help them meet their goals.
3. Check for clarity and understanding in the use of the rubric and mini observations as a tool towards strengthening teacher practice.
4. Provide in writing the strategy and expectations for the mini observation cycles.
5. Conduct mini observations and provide written feedback via email and hard copy at the rate of 4-5 teachers weekly. Invite teachers to discuss feedback further.
6. Utilize one Domain and Competency at a time during the mini observation cycles.
7. Meet every 6-8 weeks to re-determine strength areas and areas in need of support relating to the Priority Competencies, utilizing the mini observation feedback cycles to guide the meetings and discussion. Identify next steps and check on progress of previous suggested next steps.

### **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.
  - **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
    - *Parents will be advised regularly of their student's progress by the content area teachers via phone calls and e-mails.*
    - *Three Interim progress reports will be issued half way through each report card period in October and January and March*
  - **provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as needed  
Parents, A.P's, and teachers will set up a mutually acceptable meeting time. Parents will also be able to meet with teachers after each Progress report.
  - **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
    - Parents will be invited to volunteer to be class parents- two per class
    - Parents will be invited to presentations in the child's content area classes.
    - Parents will also be invited to our yearly Art Expo, Science Fair, Math Fair, Literacy Celebrations and Social Studies Museum. They will also be invited to any student performances and Awards Assemblies
    - Parents will be notified of these events via our yearly calendar, our monthly newsletter/ calendar, our automated Phone Messenger , teacher invitation and e-mail using the E-chalk program

### **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 become highly qualified, in order to achieve this goal.  
We will continue to provide our teachers with the necessary professional development both inside and outside the school to ensure that they complete any certification they require. We will also continue to attempt to recruit and retain only 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.  
Students participate in CFES, CityYear, Attendance Court and Comp2Kids.

### **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.

We have made the most of our schedule and ATR's in order to cover teachers when necessarily.  
We have used FSF for coverages when necessary.

## 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 100% of teachers will have set individual student goals, and 70% of students will make progress towards those goals.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
Our students have median growth percentiles of 59, and 56. Individual goals will help them to progress further on the state test.

### **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.
1. Re-introduce the Individualized Student Goals to the teachers (40% of the staff is new) via professional development sessions during the weekly PLCs (ELA, Math, Science and Social Studies), the weekly Teacher Team meetings and individual coaching sessions that focus on interpreting the wide range of student data from the State Standardized Tests, Acuity Interim and Predictive Assessments, the Running Records, teacher-student observations and student work.
  2. Provide the teachers with the Individualized Student Goals template and through the cycle of professional development model for the teachers the process of data collection, analysis, interpreting data into transferrable student skills that are identified as leverage points to accelerate student learning in the process of completing the ELA and Math tasks that are aligned to the Common Core Standards.
  3. Coordinate teacher/student/parent conferences at least twice per year and more frequently on case-by-case needs to provide a discussion forum for the three parties involved to further strengthen the school-home partnership and to build understanding of the Common Core tasks, grade-level performance skills and the promotional criteria.
  4. Facilitate workshops for teachers where their colleagues and invited students demonstrate the flow of a student-teacher conference that results in the development of Individualized Student Goals.
  5. Facilitate parent/student workshops to roll out the Individualized Student Goals as a narrative addendum to the four Report Cards.

**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.
  1. Facilitate parent/student workshops to roll out the Individualized Student Goals as a narrative addendum to the four Report Cards.
  2. Coordinate teacher/student/parent conferences at least twice per year and more frequently on case-by-case needs to provide a discussion forum for the three parties involved to further strengthen the school-home partnership and to build understanding of the Common Core tasks, grade-level performance skills and the promotional criteria.

**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 become highly qualified, in order to achieve this goal.

We will continue to provide our teachers with the necessary professional development both inside and outside the school to ensure that they complete any certification they require. We will also continue to attempt to recruit and retain only 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.

Students participate in CFES, CityYear, Attendance Court and Comp2Kids.

**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.

We have made the most of our schedule and ATR's in order to cover teachers when necessarily.  
We have used FSF for coverages when necessary.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based 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.

### **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.

### **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 become highly qualified, in order to achieve this goal.

### **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.

### **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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	32	32	32	32	10	0	0	0
<b>7</b>	88	88	88	88	24	0	0	0
<b>8</b>	126	126	126	126	30	0	0	3
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	During the school day, small group instruction, literature circles, SRA kits, Teen Biz3000. After school has a minimum of 15 students during SES Scan NY, Champion, Program and is one-on-on tutoring using technology.
Mathematics	During the school day, small group instruction, Great Leaps one-on-one, SRA kits, Teen Biz3000. After school has a minimum of 15 students during Academic Advantage, Liberty Learning Lab, and Learning Leading Lab, and Champion, is one-on-on tutoring using technology. Students also participate in running record conferences, and CityYear Heroes.
Science	Computer based technology in the technology lab. All content area teachers triangulate student data from a variety of sources to determine appropriate grouping as per developing individual skill sets. After school has a minimum of 15 students during Academic Advantage, Liberty Learning Lab, and Learning Leading Lab, and Champion, is one-on-on tutoring using technology
Social Studies	Provides students with academic scaffolds through a web-research based resources. Grouping of the students based on their set of skills after close student data analysis from a variety of sources.
At-risk Services provided by the Guidance Counselor	At-risk counseling, home visits, monitoring and reporting attendance, monitoring of individual academic goals, high-school articulation, Gentlemen’s and Ladies’ Clubs to work on proper etiquette. College for Every Student Mentoring program provides students opportunities to visit college campuses, academic expectations
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

**At-risk Health-related Services**

**Health and hygiene-related lessons delivered weekly by our certified Physical Education Teacher. All at-risk students are receiving individualized attention/instruction as per health and hygiene topics. Prevention workshops are delivered by Margaret's Place and Substance Abuse Prevention and Intervention Services. FITNESSGRAM supports monitoring individual students healthy life styles, endurance and physical stamina.**

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- 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.

**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 <b>Corinne Rello-Anselmi</b>	District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>045</b>
School Name <b>M.S. 045 S.T.A.R.S. Prep Academy</b>			

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

Principal <b>Tomasz Grabski</b>	Assistant Principal <b>Michelle Williams</b>
Coach <b>Joy Brinson/Literacy</b>	Coach <b>Courtney Dowd--Network Coach</b>
ESL Teacher <b>Adrian Spatzer</b>	Guidance Counselor <b>Lyzardo Valedon</b>
Teacher/Subject Area <b>Araecelis Rivera/NLA &amp; SS</b>	Parent <b>Ms. Moreira</b>
Teacher/Subject Area <b>Fatima Morales/NLA</b>	Parent Coordinator <b>Roberto Cameron</b>
Related Service Provider <b>Danielle Stein, Bil. psych.</b>	Other <b>Orlando Marin</b>
Network Leader <b>Marina Cofield</b>	Other <b>Milliecent Goodman - Literacy</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	4
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	250	Total Number of ELLs	58	ELLs as share of total student population (%)	23.20%
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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. 

2 The initial steps for identifying newly arrived ELLs are as follows: Adrian Spatzer is the ESL Teacher/LAB/BESIS Coordinator who does the intake, the HLIS survey with parents, and the Parent- Choice form. As well as when intake is finished Ms. Spatzer is inputting the data into ATS for ELPC. For translation purposes, Roberto Cameron, Parent Coordinator helps Miss Spatzer translate the HLIS for parents when necessary. Adrian Spatzer has her Master's in T.E.S.O.L., is tenured, is a Teacher Network Leader Fellow, and has had several professional development trainings on the intake processes and the evaluation of ELLs. For the LAB-R in English, Adrian Spatzer administers this exam to the students who are required to take it and NYU Bilingual Tutor, Andre Marston does the LAB-R in Spanish to the students who need to take the exam in Spanish.

Currently, our school provides all documentation to ELL parents in both English and their native language. Additionally, new admits and their parents do a first one on one meeting with Ms. Spatzer to fill out parent choice form and watch the ESL/TBE/Dual Language video. This meeting typically lasts about 30 minutes. Additionally, parents are required to attend a Parent Orientation in October, and this specific is opened to all parents of ELLs. At this meeting, which lasts two hours the ESL/BESIS Coordinator discusses and defines what the HLIS is and what the HLIS means. Furthermore, parents receive information about the different types of ESL programs offered at our school. The programs which are offered are oth TBE and Free Standing ESL. The documents are in both English and in the native languages of the parents, which are Spanish and Arabic respectively. Additionally, they watch the parent orientation video. Also, the law and CR Part 154 are discussed with the parents. More so, parents are given information about the different types of assessments ELLs are given. For example, at the parent orientation meeting, the ESL/BESIS Coordinator discussed the NYSESLAT, LAB-R, and the interim NYSESLAT predictive. Parents fill out the program choice they want for their children. At our school, we feel it is necessary that parents are reached out to before November, that way we ensure that they understand the rights and responsibilities of the service providers for ELLs. Also, parents are always given any documentation in both their native language and in English for Curriculum Night, Parent teacher Conferences, and etc. Both the ESL/BESIS Coordinator and the parent Coordinator work closely together to make sure that we are meeting the needs of our ELL parents.

As mentioned above, parents attend a parent orientation where they fill out the survey so they can choose the type of program they want and are informed of the other options. During the parent orientation meeting, the Parent Coordinator and the ESL/BESIS Coordinator assist parents in filling out the survey as well as providing them with their entitlement letters in both English and their native language. Additionally, the entitlement letter is explained in superfluous detail to parents.

Our school makes contact with parents in their native language to ensure that they are given the program choice that they want. When a parent wants their child to be in a TBE program they are placed in one and vice versa for the ESL Free-Standing model. When newcomers, SIFE, or beginners in English come, school staff suggests to parents that their children would benefit from a TBE program because it would give them instruction in both English and in their NL. Since our school is a 6th-8th grade, a student will stay in a TBE program unless otherwise requested by parents to have their students move.

Based on the trends in program choices requested by parents, 5% of parents requested freestanding ESL services while the remaining 95% opted for the TBE model. With a new BESIS/LAB Coordinator/ESL Teacher the program trends from last year to this year are that the majority of parents prefer for their children to be in the TBE program. Last year, there were 83 ELLs and 75 of those students were in a TBE program. In the current school year, there are 57 ELLs and only 10 ELLs who are not in a TBE class or a class with TBE supports.

Currently, are program models are aligned with parent requests, which is incredibly important because it means that our school is currently meeting the needs of both the ELLs and giving the parents the services that they request mostly. Paste response to questions 1-6 here

Entitlement letters are mailed as soon as LAB-R results are available. Additionally, continuation letters are mailed both by October 8<sup>th</sup> and May 8<sup>th</sup>, telling parents that student continue to receive services. All copies of materials and letters are available in the ESL coordinator's data binder.

We are currently in the process of setting up a SIFE and a program designed for non-TBE students to develop their skills. Each year we get about 5 new students from Yemen and 10 SIFE students and are starting to create a program that will be centered upon them.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	23	18					41
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							5	6	6					17
<b>Total</b>	0	0	0	0	0	0	5	29	24	0	0	0	0	58

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	58	Newcomers (ELLs	32
Special Education	13		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	19	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	25	15	3	9	2		6			40
Dual Language										0
ESL	7	2	1	5		3	6		5	18
Total	32	17	4	14	2	3	12	0	5	58

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

### 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								23	17					40
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									1					1
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>						

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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
Albanian														0
Other								5						5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The current organizational models provided for ESL instruction are Collaborative (one certified ESL teacher and 4 graduate-level student ESL teachers) who provide ESL services to the TBE students for their ELA/ESL class in 7th and 8th grade as well as teach Science under the guise of ESL for 8th grade TBE classes. Additionally, in 6th grade, ELLs receive their services through pull-out and push-in/Collaborative teaching. Furthermore, there is also a bilingual special education teacher who provides services for the students who require 12 to 1 to 1 services in both Spanish and English. Also, students who need ESL services and are not in the TBE classes receive their services in a pull-out/push-in method.

Currently, 40 out of 57 ELLs are in the TBE program and they all receive additional services than is required by CR Part 154. Also, many former ELLs choose to stay in the TBE class. This gives them additional support, especially because many of these students are entitled for up to two more years of ESL services. All of the ELLs in the 7th and 8th grade TBE classes have 1 ESL teacher and 2 full-time graduate-level ESL student teachers for their ESL/ELA class and that is 8 periods a week. Additionally, they receive 6 periods of ESL Science in 8th grade TBE classes. Sixth grade ELLs in the TBE program receive 8 periods of ESL/ELA provided by their bilingual certified teacher and 2 periods of collaborative ESL from the two ESL teachers. The students who are pull-out students receive their required minutes. The majority of these students are advanced students and require only four periods a week of ESL. Currently, with the 7th and 8th grade TBE classes students are split with their proficiency levels because the classes are co-taught with two ESL teachers and can be done as such. That way the ESL teachers are ensuring growth from all students at the levels they are in. All of the students in TBE classes have three to four periods a week of native Language as well as in 7th and 8th grade TBE classes Social Studies and Math are

## A. Programming and Scheduling Information

provided in both Spanish and English. In 6th grade, the TBE students receive, 4 periods a week of Native Language and are provided bilingual instruction in Mathematics. All of the teachers who work with TBE students and ELLs understand the required time and that students are mandated to receive these services as per the CR Part 154.

In Science, the 6th grade TBE students receive their instruction in English and the approach is both using vocabulary/language in the content as a vehicle for teaching the content. Additionally, textbooks are provided in both Spanish and in English. In 6th grade Social Studies, the content is primarily taught in English with Spanish support. The Spanish support is given from both peers and dual language textbooks. The Social Studies teacher in 6th grade has her students in heterogeneous grouping to allow beginners the advantages working with more native-like students so that they can also gain the content and the language skills.

In 7th and 8th grade TBE classes, both Science and ESL/ELA are taught very similarly. Both classes use the CBI model as well as using Understanding by Design as a unit planning method. Furthermore, in both ELA/ESL and Science both language and content are taught simultaneously and emphasis is placed on both the learning of the language in the content of Science and ESL/ELA as well as gaining an exemplary level of understanding in the contents of both Science and ESL/ELA. The ESL teachers provide scaffolds, large levels of differentiation, varied assessments for students at different skill levels. Furthermore, beginners in Science and ESL/ELA use a program called RIGOR which enhances their knowledge and skills in both the contents of Science and Social Studies while also build their English Language development skills. Essentially, for beginners, RIGOR provides a vehicle that allows students to learn the new language, but doesn't move away from the contents they have to learn. Furthermore, special attention is paid to vocabulary, grammar, and building students writing and reading proficiencies. In 8th grade TBE class, their Social Studies and math classes are taught using the bilingual instructional model. This means that everything from assessments to the daily lessons are provided in both Spanish and in English.

Instructionally, SIFE students are taught with an emphasis of gaining literacy content skills that are level appropriate; however, teachers are tapping into SIFE's schemata and background knowledge in the core content areas when delivering lessons. The teachers recognize that SIFE students need literacy skills in both their NL and in English, so teachers provide level appropriate material that is aligned to the skill the teacher is giving to the other levels of the students. Also, special consideration is given to both SIFE and newcomers with using a program called RIGOR that way they can climb the ladder with language skills in English as well as build their content along side it. Many materials are scaffolded and differentiated to the SIFE students working level.

Newcomers are taught similarly to SIFEs with exception to that teachers focus on the students L1 to help transfer content and language into the L2. Additionally, newcomers are creating an interlanguage in both their L1 and L2 to navigate the teachers' daily lessons. Newcomers are also being given content in English at their respective levels, while in their L1 that are receiving instruction that is grade-level appropriate. Also, special attention is paid to the ELA exam and lessons are geared to students growth so that they can pass the ELA exam.

For students who have been receiving services for 4 to 6 years, our school targets these students by giving them instruction at their appropriate levels with a focus on the four modalities in ESL, speaking, listening, reading, and writing. The instruction for this subgroup is varied from the other subgroups because the emphasis on these students is to reach grade-level proficiency and skills as well as to test proficient on the NYSESLAT by using the CBI instructional model.

Some additional support systems is Achieve 3000 for ELLs where ESL students use an online-lexiled non-fiction current event reading program and this program helps build students fluency, informational text readability, and non-fiction readability skill in both English and Spanish. Furthermore, the program enhances students writing and mathematics level. Also, students have the opportunity to be involved in two after-school programs and both are meant to increase literacy and mathematics abilities in English. Lastly, all ELLs are involved in mandatory small-group 10 to 1 or 5 to 1 to 1 AIS groups where the focus is either on students' growth in either English or in Mathematics for an additional 112 minutes throughout the week.

Some ELLs, specifically advanced, also participate in the newspaper/journalism club in which they are creating from start to finish and 8-page newspaper print paper with center spread from layout, photography, art of interviewing, writing the different types of articles (news, opinion, current events, etc.), production, and delivery. 80% of the students on the STARS Press are ESL students.

Our LTEs (Long Term ELLs) are given instruction that is aligned with the CBI model and with an emphasis on testing proficient on the NYSESLAT. These students are also given opportunities to be a part of a specific after-school program that is designed for them and for SIFE/Newcomer students. Additionally, these students instruction is targeted specifically so that they can pass the state exams in all

## A. Programming and Scheduling Information

contents. Currently, all of our LTEs are advanced ELLs, so many of them are grade level appropriate. One should note that both with the LTEs and ELLs who have been receiving services for 4 to 6 years.

### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	Dual Language			
75%	Dual Language			
50%	Dual Language			
25%	Dual Language			
100%	Freestanding ESL			
75%	Freestanding ESL			
50%	Freestanding ESL			
25%	Freestanding ESL			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than English

### 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?

City Year fellows provide a large targeted intervention program in which they assist pedagogues in their classrooms in both the contents of Math and ELA. These fellows pick individual students who have low ELA or Math State scores and concentrate on working with these students in a small group setting and improve their scores and skills in both contents. Additionally, SES is provided as a supplemental service in the afternoon and nearly 95% of the ELLs are participants in this program. This program is additional instruction support in both ELA and Math as well and is taught by pedagogues in the building. Essentially, this service targets level 2s and level 1s to ensure that these students will grow at least a number for the next state exam. Also, LTEs, 4 to 6 year ELLs, and SIFE students may opt to participate in an ESL/Technology/Science driven after-school program that targets growth in all the modalities while also allowing students to become technologically literate and to become young scientists.

The majority of our ELLs who have tested proficient decide to stay in the TBE classes, so they receive the additional support and services provided to our ELLs. For students who decided to not have the entitled services, the ESL teacher invites them into the after-school program to act as tutors and language gurus for their peers.

This year, with Title III monies, the ESL department plans to make an after-school program that has more students, but also extends itself

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Our school invites all students to participate in all programs offered. Additionally, all of the after-school programs and CBOs have some providers who are bilingual and can provide native language assistance.

ELLs are invited to join SCAN beacon which is a Math and ELA supplemental program. Also, they are invited to join City Years after-school program which focuses on several different types of activities which range from learning about journalism and being journalists to physical activities.

We use RIGOR, Achieve 3000, teacher created materials that are differentiated and scaffolded, SMART Board tools, and other various methods that enhance the learning of ELLs. Teachers use many different approaches to help our ELLs learn both English and the content. Students often work in small groups or with a partner to allow students to discuss the content in both their native language and in

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

**Beginning**

**Intermediate**

**Advanced**

**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)?
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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

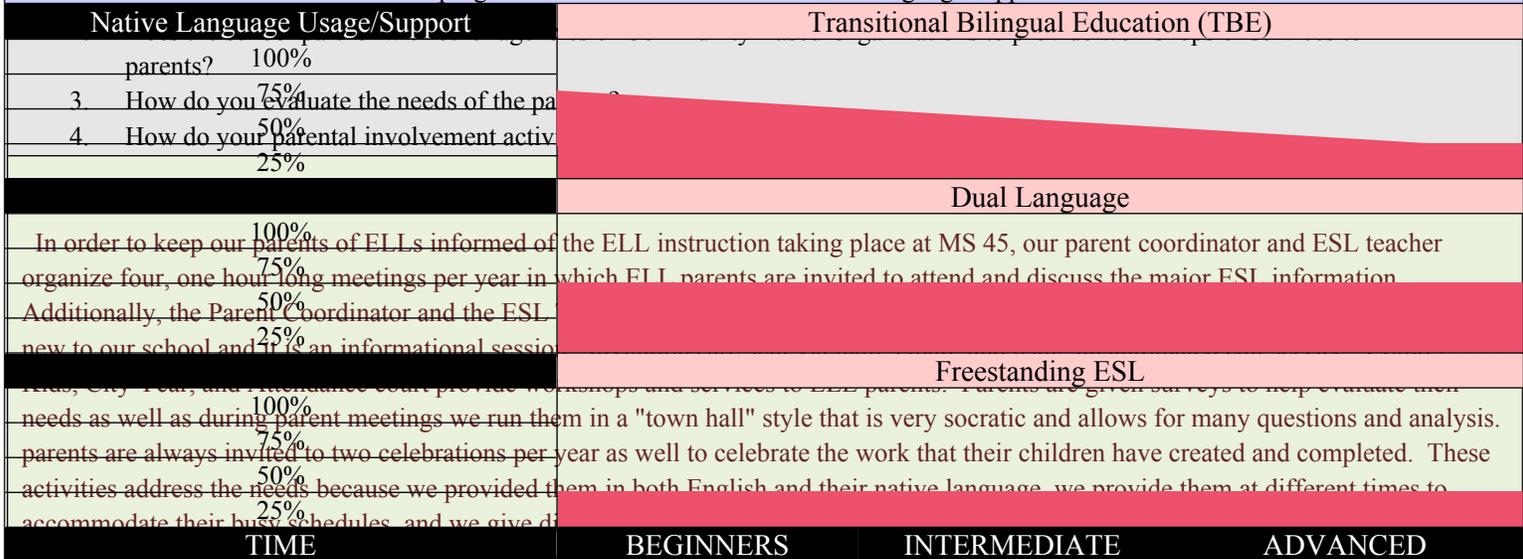
**D. Professional Development and Support for School Staff**

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.

Teachers who are not certified in either Bilingual or ESL instruction are given training through in-house professional Development that focuses specifically on the needs of our ESL population. The Double IIM research method training caters to both the general and ELL population and provides a plethora of research and practices that tailor to ESL pedagogy and theory as well as gives detailed lesson plans, scaffolds, and suggestions for ways to differentiate the lessons. Furthermore, teachers are provided with the Achieve 3000 training and this program in and of itself is differentiated and scaffolded for many different types of learners. Additionally, teachers are given ESL training during the PLCs by the ESL teachers that way they can gain knowledge in ESL pedagogies and teaching practices that are the best for ELLs. All professional development data is kept in a journal that is housed in the main office. Furthermore, Ms. Spatzer and Mr. Grabski perform 4 to 6 workshops for teachers a year focusing on the pedagogy of ESL and how all ESL pedagogy benefits all students. Some of the topics are stamina in writing, what differentiation is and what it is not, differentiation: process, product, content.

**Native Language Usage and Supports**

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### C. Schools with Dual Language Programs

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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)?

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3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses both QRI (Quality Reading Inventory) and Fountas and Pinnel to assess early literacy skills. Fountas and Pinnell are not as useful for ELLs, solely because they really require a proficiency in English to be given this type of assessment, however, QRI provides a students current reading level, vocabulary comprehension, and listening level in English. QRI gives the students independent, instructional, and frustration level in both fiction and non-fiction. This information can help the school plan because it gives useful insight to students reading and writing proficiencies and it directly impacts a teachers instructional plan. Currently, our school is doing the QRI and Fountas and Pinnell.

Students across the board in all grades raised their NYSESLAT scores from the previous year. Also, it shows that students, even some beginners, are advanced or intermediate with their Speaking and Listening Skills. This is a perfect example of where students first develop their BICS (basic Interpersonal Communication Skills) and then become more advanced/proficient in the modalities of reading and writing. However, these scores are not always indicative of performance and/or reality. For example, at our school last year we had 18 new entries into the country, across different grade levels.

In regards to instruction, these scores obviously highlight the areas where instruction needs to be improved. Although, it should be mentioned that over 20 students tested out in 2009-2010. The focus of instruction has to be on gaining high level literacy skills in regards to the modalities of reading and writing.

Beginners across the board are faring poorly in exams they must take in English. However, some beginners who take a content test like Math or Science in Spanish are faring much better and this is a direct result of their literacy skills in their L1. We have a complete mix at our school. Some students taking the exams in English are faring just fine by getting 2 or 3's on these exams, while others are failing; however, I don't think there is any type of major trend in our testing data. Although, one could say that all ELLs need to be faring better because the average score on the ELA is a level 2. It is a decent mix of level 3's on the state Math and Science exam. This year, we also scored 3 to 4 ELLs who received a level 4 on the state Science exam.

We use the ELL periodic assesments to shape and guide our instruction as well as pull out the problem areas for students so that we can help our students improve in the areas where they need more work and focus.

### Additional Information

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

Paste additional information here

## D. Professional Development and Support for School Staff

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

Teachers who are not certified in either Bilingual or ESL instruction are given training through in-house professional Development that focuses specifically on the needs of our ESL population. The Double IIM research method training caters to both the general and ELL population and provides a plethora of research and practices that tailor to ESL pedagogy and theory as well as gives detailed lesson plans, scaffolds, and suggestions for ways to differentiate the lessons. Furthermore, teachers are provided with the Achieve 3000 training and this program in and of itself is differentiated and scaffolded for many different types of learners. Additionally, teachers are given ESL training during the PLCs by the ESL teachers that way they can gain knowledge in ESL pedagogies and teaching practices that are the best for ELLs. All professional development data is kept in a journal that is housed in the main office. Furthermore, Ms. Spatzer and Mr. Grabski perform 4 to 6 workshops for teachers a year focusing on the pedagogy of ESL and how all ESL pedagogy benefits all students. Some of the topics are stamina in writing, what differentiation is and what it is not, differentiation: process, product, content.

## 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?

In order to keep our parents of ELLs informed of the ELL instruction taking place at MS 45, our parent coordinator and ESL teacher organize four, one hour long meetings per year in which ELL parents are invited to attend and discuss the major ESL information. Additionally, the Parent Coordinator and the ESL Teacher/Basis/LAB Coordinator run a three hour training for parents of ELLs who are new to our school and it is an informational session. Invitations are sent via mail, email, and using an automated call service. Comp 2 Kids, City Year, and Attendance court provide workshops and services to ELL parents. Parents are given surveys to help evaluate their needs as well as during parent meetings we run them in a "town hall" style that is very socratic and allows for many questions and analysis. parents are always invited to two celebrations per year as well to celebrate the work that their children have created and completed. These activities address the needs because we provided them in both English and their native language, we provide them at different times to accommodate their busy schedules, and we give direct and helpful information about the ESL program, their children needs and levels, and are always available for discussions and meeting when and if they want them. Additionally, the ESL teacher meets with parents at least 4 times a year to discuss development of their child in ELA and Science.

# 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)							0	7	4					11
Intermediate(I)							0	7	9					16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							4	7	7					18
Total	0	0	0	0	0	0	4	21	20	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	4			5
6	8	2			10
7	13	7			20
8	5	10	2		17
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	1		1		2	1			5
6	10		5						15
7	10	4	9						23
8		2	7	3	7	2			21
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	7	5	6	1			23
8		2	3	3	11	2	4	1	26
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)	19	19	9	8				
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.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** M.S. 045

**School DBN:** 04M045

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tomasz Grabski	Principal		10/14/11
Michelle Williams	Assistant Principal		10/14/11
Roberto Cameron	Parent Coordinator		10/14/11
Adrian Spatzer	ESL Teacher		10/14/11
Ms. Moreira	Parent		1/1/01
Araacelis Rivera/NLA & SS	Teacher/Subject Area		1/1/01
Fatima Morales/NLA	Teacher/Subject Area		1/1/01
Joy Brinson/Literacy	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

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

The MS 45 situated in East Harlem, New York, has 24% English Language Learner students currently on the rosters and the number of students who speak language other than English at home is approximately 60%. Upon enrolling at MS 45 the ESL provider and the Parent Coordinator advise the parents on submitting the HLIS form as well as they deliver a workshop on the available ELL program models in the NYC DOE. These forms and other formal documents that inform MS 45 of the new student and his family's first language background. Our hard copy communication with our families of ELLs is translated in-house and outsourced to either the Office of Translation and Interpretation or to an independent translation/interpretation service agency. Oral interpretation services for live events for the parents are provided in Spanish and Arabic. The translated mailings on different topics are sent to the parents of ELLs several times each month throughout the year, and they include, but are not limited to registration, application, and selection of ELL programs; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges. Furthermore, the MS 45 safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching our school's administrative offices solely due to language barriers.

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

The parent-teacher conferences and the initial enrollment conferences serve as opportunities for informing MS 45 about the specific translation and oral interpretation needs of our families of ELLs. The HLIS form submitted by the families of ELL students at registration provides a statistical information regarding the degree of translation and oral interpretation needs. Over the phone conferences are also supported by oral interpreters when needed. MS 45 will post in a conspicuous location at or near the primary entrance to our school a sign in each of the MS 45 covered languages, indicating the availability of interpretation services.

## Part B: Strategies and Activities

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

MS 45 will provide written translation to the parents of ELLs. The services will be provided by both in-house personnel and two outside vendors. The in-house translation is done the same day while the services provided in Arabic need to be outsourced to DOE vendors, and the projects are completed usually within five business days or less.

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.

MS 45 will provide oral interpretation services to the parents of ELLs in Spanish through the in-house personnel and in Arabic through a DOE Translation and Interpretation Unit or an outside vendor with a two-day notification.

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>.

MS 45 will address the translation and interpretation needs of the parents of ELLs as part of its Comprehensive Educational Plan.

## 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: M.S. 045	DBN: 04M045
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Marina Cofield
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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
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: 2
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This program is intended to target 30 (15 to 1 ratio) ELLs (English Language Learners) who are identified as beginners or SIFE (Students with Interrupted formal Education) students with Long Term English Language Learners. The targeted population has been identified from grades 6th through 8th. A majority of the students are in the bilingual program during the school day, and require more intensive literacy instruction in both languages so that they improve their performance on the NYSESLAT and the ELA State Test. In addition, the curriculum will focus on Science and Social Studies themes that are introduced during the regular day program, however, here the instruction will allow the students a more in-depth exploration of the topics while further developing the literacy and communication skills identified as the student's areas for growth. Additionally, 10 Former ELLs are invited to the program to act as student teachers to the 30 students in the program to assist them.

The premise of the program is to introduce to the students the process of launching a Student Newspaper that will center on a multitude of activities with the focus is on accelerating the four major English language skills of listening, reading, writing, and speaking. Part of the program will be using technology, such as podcasts, flip camcorders, and digital cameras to enhance students listening and speaking skills. Additionally, students will create "How To" videos to help create a school newspaper to enhance all of the four modalities. Lastly, all of these types of activities are intended to help the LEP students reach academic and language proficiency in English.

Two teachers bare bilingual/ESL licenses as well as they are delivering instruction in Social Studies and Science. Another teacher is a technology specialist. The idea behind this program is that beginners, SIFE LEP, and Long Term ELL students need more English based instruction. Taking from Deborah Short, many of these students have to do double, triple, quadruple times the work and it will best benefit them if they receive additional ESL instruction so they can do the extra work and receive the extra support.

Last year, most of the technological equipment was purchased for this program. However, this year, the program would like to purchase 15 IPADS so students can enhance their English Development because of the many needed programs IPAD have that work to help students learn a new language.

This Title III after-school program will be run for a total of 60 hours. It will run twice a week for duration of two hours for each session. The program will start in January and it will run until the end of May on Tuesdays from 3:00 -5:00.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

The principal who is an ELL Specialist will provide series of professional development that will include the Title III teachers and all other teachers who provide services to the ELL students. The one and a half hour workshops will take place during after-school, bi-weekly, starting on February 9th through April 27th, on every other Tuesday. The topics covered in the PD sessions will be based on the study of professional texts such as, "English Learners Academic Literacy and Thinking" by Pauline Gibbons and "Access and Engagement" by Aida Walqui. The topics covered in the PD sessions will include: 1) Defining the Issues --ELLs' Academic Literacy and Thinking; 2) Intellectual work in Practice --A view From the Classroom; 3) Literacy in the Curriculum: Challenges for ELLs; 4) Engaging with academic Literacy: Examples of Classroom Activities; 5) Scaffolding Language and Learning; 6) Classroom Talk: Creating Contexts for Language Learning; 7) From Speaking to Writing in the Content classroom; 8) Writing in a Second Language Across the Curriculum; 9) Building Bridges to Text: Supporting academic Reading.

### Part D: Parental Engagement Activities

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

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

Begin description here:

The families of the ELL students will be supported through a series of workshops that will be aligned to the goals of the Title III program for the students, and they will include all the parents of the participating students. The Title III teachers will design and facilitate three one-hour workshops for the parents in February, March and April that will develop individualized academic goals for ELL students, offer resources for ELL parents that are available through MS 45 and the Community District 4. All the events will be conducted bilingually and translators will be provided for the parents of other languages. Lastly, parents will be invited for a celebration of all of their sons' and daughters' hard work. Students will be presented awards as well as will showcase the work they created throughout the year. Some of the celebratory events include a field trip on a double-decker bus visiting various New York City landmarks. The parents of ELLs will be notified of the events via bag-packed letters/flyers, phone calls and mail.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		