



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____

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

PRINCIPAL: _____ **EMAIL:** _____

SUPERINTENDENT: _____

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
Elana Elster	*Principal or Designee	
Anne Marie Nowak	*UFT Chapter Leader or Designee	
Karen Saltser	*PA/PTA President or Designated Co-President	
Vernell Simmons	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrew Bergen	Member/ Teacher	
Jenny Chismark	Member/ Teacher	
Alexis Ritter	Member/ Teacher	
Tina Marie Zuber	Member/ Teacher	
Deirdre McEvoy	Member/ Teacher	
Michelle Ning Huang	Member/Parent	
Michele Abrash	Member/Parent	
Barbara Reiser	Member/Parent	
Illissa Sternlicht	Member/Parent	

Sandra Levy	Member/Parent	
Jolie Kapelus	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

By the end of the year, 78 % or more of all students will achieve proficiency in English Language Arts as measured by the NYS ELA exam.

Comprehensive needs assessment

Currently, 76 % of the students are at or above grade level as measured by the NYS ELA assessment. Yet, the average mean student proficiency rate is 3.25.

The school made AYP in English Language Arts in 2010-2011, something that has not happened in many years. To become a school in good standing, the school must continue to make progress. In prior years, the ELL subgroup and the students with disabilities have not made AYP.

Instructional strategies/activities

Students will be assessed using in-class and standardized assessments. Identified students will receive targeted instruction during Early Academy. ELA and content area teachers will be used to implement a variety of programs including Wilson, Great Leaps, Basic Writing, Study Island and Rewards. All ELLs and all students scoring below grade level, will be mandated for RTI services. Students, who are within ten to twenty points either above or below grade level, will use Study Island to supplement the instruction they receive in the classroom.

During weekly planning periods, ELA and content teachers will plan together, analyze student work and share lessons and expertise to address skill acquisition.

Students in the CORE Program will be grouped homogeneously for ELA classes in order to reduce class size and to target instructional interventions. These classes will also be served by additional teachers pushing in and by NYU tutors who will work with small groups of students. The ELL students will be taught by an ESL teacher.

Students scoring below grade level will be scheduled for two additional periods of ELA (making a total of 7 periods a week.)

All students will complete two literacy based Common Core Curriculum Tasks. This will involve teachers planning the tasks together, implementing the lessons, differentiating the task for their students and assessing the work the students have produced.

Using the results of the NYC predictive assessments, the teachers will develop specific lessons to target areas of need.

Strategies to increase parental involvement

Teachers will provide the parents with regular feedback through calls, letters, progress reports and report cards about each child's progress.

Parents will be invited for conferences with the teachers at least twice a year. Additional conferences will be scheduled to address any developing issues or patterns. These will be scheduled at the convenience of the parents. The school will provide the parents with access to the staff.

Notices will be sent via phone, mail and email.

Parents will be notified when students do not come to Early Academy.
PTA programs will address strategies to help students achieve more.
ENACT, Inc. will run parent programs to address the specific needs of adolescents and the parent/child relationship.
Translation services will be used to increase parental involvement in meetings.
Parent participation will be solicited and encouraged through involvement in the school -- the PTA, SLT and general school activities.
Parent Orientation sessions are conducted each year and address specific strategies parents can use with their children to increase student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

Booker T. Washington will use the resources of the Department of Education to recruit HQ teachers.
The teachers at Booker T. Washington will use the professional development resources of the school, CFN network and the DOE to increase their professional knowledge.
The teachers at Booker T. Washington will pursue advanced degrees in their field.

Service and program coordination

Funded by a 21st Century After-School Grant, the school will offer homework help on Tuesday and Thursday afternoons from 3-5PM. In addition, the library will be open and the librarian available to help students find appropriate books and complete research projects.

Students will be encouraged to take part in programs offered through outside agencies, which are designed to address reading strategies.

Budget and resources alignment

All faculty members will be involved in the effort to increase student achievement. In addition to classroom teachers funded through FSF, a family worker will work with students and parents to increase attendance and punctuality to both Early Academy and school. Title III funds will be used to partially fund a push-in teacher to address the needs of ELLs.

FSF will also be used to cover teachers to attend professional development opportunities and intervisitations.

ARRA RTTT funds will be used to fund staff positions for data inquiry.

NYSTL textbook funds will be used to purchase reading and writing materials and books.

NYSTL software funds will be used to purchase Study Island.

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

By June 2012, the school will receive a rating of at least 7.5 on the Environmental Survey in the category of communication.

Comprehensive needs assessment

When surveyed during the 2010-2011 school year, the parents, students and staff rated the school a 7.3 in the category of communication.

Instructional strategies/activities

Weekly newsletters will be sent via email and backpack to the parents.

Through the use of the School Messenger program, parents will receive automative calls and emails regarding attendance issues, important school functions and important school news.

Home visits will be made by school staff, if the parents cannot be reached by mail or phone.

Progress reports will be sent to the parents of students who are in danger of failing.

Parents will be contacted by phone when students show a change in their academic performance.

Report cards will be distributed four times during the year.

Strategies to increase parental involvement

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the school community;
- engage parents in discussion and decisions regarding adolescents, curriculum content, articulation, parenting strategies and instructional strategies;

support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and LAP

Committee

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- 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;
- 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;

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

- hosting educational events for parents
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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 website designed to keep parents informed about school activities and student progress;
- providing school planners/folders so parents can be informed.

Strategies for attracting Highly Qualified Teachers (HQT)

Booker T. Washington will use the resources of the Department of Education to recruit HQ teachers.

The teachers at Booker T. Washington will use the professional development resources of the school, CFN network and the DOE to increase their professional knowledge.

The teachers at Booker T. Washington will pursue advanced degrees in their field.

Service and program coordination

As needed, the school will enlist the help of community and outside agencies to increase parental involvement and help improve communication between parents and the school.

Budget and resources alignment

Tax Levy money will be used to fund a full-time Parent Coordinator.

Tax Levy OTPS Parent Coordinator funds will be used to purchase supplies to support communication efforts.

Tax Levy money will be used to fund supplies for mailings.

Title III translation services funds will be used to ensure that parents receive the necessary information in the language of their choosing.

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

Improve the academic performance of the English Language Learners by increasing the percent of ELL students who make at least one year of growth by 5% as measured by their performance on the NYS ELA exam or the NYSESLAT.

Comprehensive needs assessment

2011-2012 was the first year, in the last seven years, that the ELL students made AYP.

Instructional strategies/activities

All ELL students will receive targeted ESL and reading instruction, in small groups, during Early Academy.

All ELL students will be integrated into the monolingual classes. They will receive language support from ESL teachers who push into their science, social studies and English classes.

After-school ESL classes will be offered on Tuesday and Thursday for students and their families.

Using the results of the 2011 NYSESLAT exam, teachers will target instruction and modify lessons to provide the students with targeted assistance.

Teachers will receive professional development in ESL strategies, differentiation, data analysis and curriculum development.

ESL students will receive seven periods of ELA/ESL a week.

Strategies to increase parental involvement

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the school community;
- engage parents in discussion and decisions regarding adolescents, curriculum content, articulation, parenting strategies and instructional strategies;

support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and LAP

Committee

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- 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;

- 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;

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

- hosting educational events for parents
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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 website designed to keep parents informed about school activities and student progress;
- providing school planners/folders so parents can be informed.

Strategies for attracting Highly Qualified Teachers (HQT)

Booker T. Washington will use the resources of the Department of Education to recruit HQ teachers.
 The teachers at Booker T. Washington will use the professional development resources of the school, CFN network and the DOE to increase their professional knowledge.
 The teachers at Booker T. Washington will pursue advanced degrees in their field.

Service and program coordination

Funded by a 21st Century After-School Grant, the school will offer homework help on Tuesday and Thursday afternoons from 3-5PM.
 In addition, the library will be open and the librarian available to help students find appropriate books and complete research projects.

Budget and resources alignment

Title III funding will be used to partially fund an additional ESL teacher to provide supplemental services to the ESL students.
 Title III funding will be used to fund translation activities to increase parental involvement and support.
 NYSTL textbook and software money will be used to purchase instructional materials.
 Private grant money will be use to fund the after-school ESL program.

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

95% of teachers will engage, with their colleagues, in the planning of curriculum and instructional activities which align with the Common Core Learning Standards in order to increase student achievement, share resources and expertise and unify the academic program.

Comprehensive needs assessment

An increase in the number of teachers teaching, across grades and programs, has resulted in more variation in the curricular choices being made by teachers. An increase in the number of preparations teachers have further necessitates collaboration. Budget cuts over the last several years have resulted in less money being available for professional development opportunities.

Instructional strategies/activities

Teachers will engage in weekly team meetings to analyze student work, create and/or refine units, performance tasks within the English and math curriculum. Teachers will participate in school-wide professional development geared to the CCLS and to curriculum writing. Teachers will observe each other implementing curriculum units in the classroom. Teachers will use planning time to assess the written work of their colleagues' students.

Strategies to increase parental involvement

PTA meetings will address increasing parental knowledge about the curriculum and instructional strategies.

Strategies for attracting Highly Qualified Teachers (HQT)

Booker T. Washington will use the resources of the Department of Education to recruit HQ teachers. The teachers at Booker T. Washington will use the professional development resources of the school, CFN network and the DOE to increase their professional knowledge. The teachers at Booker T. Washington will pursue advanced degrees in their field.

Service and program coordination

N/A

Budget and resources alignment

FSF will be used to fund teacher positions.

FSF will also be used to cover teachers to attend professional development opportunities and intervisitations.

ARRA RTTT funds will be used to fund staff positions for data inquiry.

NYSTL textbook funds will be used to purchase reading and writing materials and books.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	17	15			7			1
7	31	5			7			12
8	23	10			2			6
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson, Great Leaps, Basic Writing, Rewards, Options Small group instruction Early Academy (before school) After school homework help is available for all students in order to support their academic achievement.
Mathematics	Prentice Hall Intervention Kit Small group instruction Early Academy (before school) After school homework help is available for all students in order to support their academic achievement.
Science	After school homework help is available for all students in order to support their academic achievement.
Social Studies	After school homework help is available for all students in order to support their academic achievement.
At-risk Services provided by the Guidance Counselor	Group and individual counseling during the school day.
At-risk Services provided by the School Psychologist	Individual intervention by the school psychologist during the school day.
At-risk Services provided by the Social Worker	Individual and group sessions during the school day will be provided by the social worker.

At-risk Health-related Services

Group or individual counseling during the school day.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings 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.

heritages of the students in the school. Some groups of students are not validated, as they are not exposed to the contributions of a wide representation of culturally diverse authors.

- Most student work displayed in classrooms and hallways is not accompanied by posted rubrics. The posting of student work without accompanying rubrics limits students' exposure to teacher expectations and the standards for quality work.
- There is no clear or consistently applied grading policy. Each grade and subject area establishes its own grading standards.

III. School Leadership - Findings:

- The school leadership team (SLT) has not set ambitious Comprehensive Educational Plan (CEP) ELA goals for identified subgroups, despite multiple years of failing to achieve Annual Yearly Progress (AYP) in ELA. There is no goal for students with disabilities. The CEP contains three goals and does not address the needs of underperforming student subgroups.
- There is an inequitable distribution of services between students in Delta and Core programs; thus Core students do not increase their knowledge of the arts or other special interests. The school leader has appointed a student coordinator who solely focuses on the programming of Delta students who test into the school. There is no such allocation of support for the Core program that includes students who are the most at-risk or members of the identified subgroups. Core students are not provided with equal access to the full range of enrichment courses available to Delta students and do not develop personal interests or engage in a wide variety of enriching opportunities.
- Classroom observations reveal a disparity in the quality and rigor of instruction between the Delta and Core classes. A review of teacher observations did not reveal a strong supervisory or evaluative focus on improving instruction for the identified subgroups. The absence of urgency to address the literacy needs of identified subgroups continues to negatively impact AYP status.

IV. Infrastructure for Student Success - Findings:

- Expectations are too low for all students in the Core program. Teachers and the school leader express concerns about the ability of ELLs and students with disabilities to score at Levels 3 and 4. Teachers and the school leader are unable to talk about the performance data of ELLs and students with disabilities.
- The school does not regularly survey parents to canvass their views about the education of their children.

V. Collection, Analysis, and Utilization of Data - Findings:

- Teachers report that they use the results from State tests to place students in ability groups. The school is not effectively conducting item analyses to understand fully the performance of ELLs and students with disabilities. Teachers and the school leader are unable to speak in detail about the performance of identified subgroups or the patterns and trends in performance of all other students.
- There is no plan in place to address the underperformance of students with disabilities.

VI. Professional Development – Findings:

- The school has no PD plan and does not offer ongoing, focused PD to staff. A variety of opportunities are not available, and teachers are not acquiring the skills and expertise to increase the academic achievement of ELL and students with disabilities.

VII. District Support

- There is no evidence that the Network has provided appropriate academic leadership in ELA for ELLs and students with disabilities.
 - The school leader reports that the Network has not provided the school with middle school focused PD to address the needs of ELLs and students with disabilities.
 - The Network has not provided the school with needed support to analyze and use data to understand and address the needs of ELLs and students with disabilities.
 - The Network has not provided the school with the needed support to effectively train teachers in curriculum development.
 - The Network has not successfully influenced the allocation of funds to ensure equity of programming in the Delta and Core programs.
 - The CEP is not well constructed and does not provide a clear plan for school improvement. The Network approved the school's CEP and provided no meaningful feedback to the school. Two of the action plans within the CEP are identical.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Students will be grouped by level for ELA and ESL support in order to target instruction to their needs.
 - Students will receive an online account for Study Island. This program can assist in providing addition practice.
 - An ESL teacher will push in to the classes of the ELLs during their content classes.
 - All ELL students will received small group instruction before school, in groups of approximately five students.
 - After school homework help will be offered to the ELL students twice a week.
 - An afterschool English class will be offered to the parents and students so they can work to support each other's learning.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**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 Yuet Chu	District 03	Borough Manhattan	School Number 054
School Name Booker T. Washington			

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

Principal Elana Elster	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Donna Smith	Guidance Counselor Darlene Collet
Teacher/Subject Area Marisol Rosario/Science Sp. Ed	Parent Karen Saltser
Teacher/Subject Area Frances Bou Hernandez ESL/Sci	Parent Coordinator Anne Pejovich
Related Service Provider Virginia Young	Other type here
Network Leader Yuet Chu	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	1	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	840	Total Number of ELLs	28	ELLs as share of total student population (%)	3.33%
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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. 

Because District 03 is a choice district (parents choose a middle school for their students,)

parents and students hear about the choices of programs at either the elementary school or at the Enrollment Office. At that point, an enrollment advisor explains the options to the parents -- their program choices. Only parents who have chosen ESL are sent to Booker T. Washington. When they arrive at Booker T. Washington Middle School, they have already chosen an ESL Program. When the parent and student arrive, the family worker and ESL teacher and/or administrator, meet with them to discuss the option they have chosen. A discussion takes place with the parents in order to verify that the parent has truly chosen ESL and understands what that means. Parents fill out a Home Language Survey and a selection form. The parents also are given a description of the program and a letter to sign saying that is what they have chosen. The parents also watch the informational orientation video prepared by the Department of Education. After the ESL teacher meets with the family and does an informal assessment of the student's language needs, a preliminary placement is made. Within the first week, the student is given the LAB-R exam (in Spanish too, if necessary) by the ESL teacher. After scoring the LAB-R, the ESL teacher makes a placement recommendation to the administration. If the students' class placement has to be adjusted, it will be at that time. The family worker prepares a letter for parents indicating if they are entitled or not to the services and what services those are. The letter is sent in the mail to the parent in the language preferred by the family. An Parent Orientation Program is held within the first three weeks of the school year to provide the parents with an overview of the program and the services offered. Parents are given brochures and school handbooks and other relevant information in their native language. Written communication is done in their native language. Parents only have one option at Booker T. Washington -- ESL.

All ELLs take the NYSESLAT exam in the spring. Prior to the start of the school year, the results of the NYSESLAT exam are analyzed by the ESL teachers and the administrators to determine the needs of the current students. A specific program for them, along with a plan for supplemental services is devised then. Entitlement, continued entitlement and all other letters are sent out to the families at the start of the year. The family worker sends the letters after the ESL teacher identifies the students in each category. The family worker tracks the distribution and return of these letters. A binder is kept with copies of all the letters. If a parent decides that they no longer want the ESL program, they are then referred back to the Enrollment Center so a different school can be chosen. The only choice parents have made in the past several years has been ESL.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12
Page 26

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	4	3	0	0	9	0	2	28
Total	16	0	4	3	0	0	9	0	2	28

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	8					11
Chinese								1	1					2
Russian							1							1
Bengali							1	1						2
Urdu														0
Arabic							1	1	1					3
Haitian								1						1
French							1							1
Korean								1						1
Punjabi														0
Polish														0
Albanian														0
Other							1	2	4					7
TOTAL	0	0	0	0	0	0	7	8	14	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All LEP students are placed in a class determined by their grade level. They are mixed by level and departmentalized for all of their classes. During some of their classes they have push-in services, during others they have departmentalized services.

They receive ESL services in several ways. For ESL/English Language Arts, they are taught by a licensed ESL teacher in a group of students in the same grade. During science and social studies, this is done as a push-in model with one ESL or bilingual teacher providing those services. Students are taught math by a licensed math teacher who has been trained in ESL strategies. All students at the Beginning, Intermediate or Advance levels are serviced nineteen 47-minute periods/week during stand alone ESL and during ELA, social studies and science. They also offered ESL/small group instruction Monday through Wednesday for 35 minutes in the morning. The additional support allows reinforcement of strategies taught to support ELLs, as well as, application of those strategies during core curriculum instruction. The length of the periods and the number of periods per day ensures that the students receive the mandated number of minutes.

Our plan for our SIFE students begins by assessing their needs, taking into consideration their biographical background. We look at their test history, academic history and family history, to gain a holistic perspective on where the student is coming from.

Once we had a comprehensive diagnostic, we began to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). The school's school intervention team along with their teachers determines an individualized plan to meet their needs. The students are placed in their appropriate class and are given instruction appropriate to the state testing. This also allows the students to get the age-appropriate developmental and social skills that are needed to be addressed.

The parents, along with the support of the AIS team and ESL teachers provide support for the student. The AIS and ESL services are comprised of only small groups to support the students' needs.

The student's progress is tracked and monitor on a quarterly basis to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program were they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction.

If the child is a Beginner, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. We have specific materials that will support the students' academic needs. In addition to receiving the maximum number of

A. Programming and Scheduling Information

minutes, the students who are in US schools for less than three years (our newcomers) are also assigned an individual tutor who works with the student. These students and tutors read together to supplement their program.

Many of our long-term ELLs also qualify for AIS and are students with special needs. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. In addition, developing mastery of the academic language promotes improvement of writing skills.

A large proportion of our long-term ELLs are deficient in the writing modality on the NYSESLAT and ELA. We use an ESL curriculum for upper grades to support the writing in all content areas. The ESL teacher also works with the long-term ELLs to support them in the Balanced Literacy Reading and Writing program. While ESL teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities. Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program were they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction

Newly admit are serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. They work on this with their tutors as well. Students are mentored by one of their peers who will help them with daily routines and schools' expectations.

We have specific materials that will support the students' academic needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

Long term ELLs receive supplemental services by an ELA teacher before and after school. These students work specifically on the targeted area of need as identified by the NYSESLAT exam and the assessments given during school. Students who have passed the NYSESLAT receive AIS or small group instruction during our morning academy for up to two additional years or longer if needed. The ESL teachers and the classroom teachers' work together to provide a model that is best for the students. The school provide an ESL teachers create an individualized schedule to ensure that they receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level.

Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching using practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc. Teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.

Teachers use a curriculum model which combines read-alouds, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills. In addition, the ESL teachers use bilingual dictionaries to increase English vocabulary with the new comers during the literacy periods.

In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Vocabulary is very limited and they have great difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language. The ESL teacher utilizes pictures, gestures, pair interaction and the Whole Language approach to reinforce concept and increase vocabulary. Phonics, basic skills is also taught through content area.

At the Intermediate level students are more comfortable using English. They recognize most topics by familiar terms and phrases and are able to understand the main idea of a moderately demanding oral presentation. They understand a range of common vocabulary and idioms. They can also follow simple and short conversation. At the intermediate level, students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent and the students tend to over-generalize grammatical structures. They

A. Programming and Scheduling Information

continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their discourse is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence.

Students at an Advanced level demonstrate fluency in listening and speaking. They make presentations; can switch from basic interpersonal conversational skills to cognitive language proficiency. They use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions. They also begin to proficiently use English idioms and everyday phrases. Based on our school's NYSESLAT scores and additional informal assessments, we have determined that reading and writing presents various challenges for Beginner ELLs. Their ability is limited to decode and sounding out words. They have few or no practical writing skill in English. Beginners with high reading and writing skills in their first language are more comfortable transferring those skills to writing in English. They, however, will often spell the words phonetically. Working with them systematically on spelling and grammar, they are able to adapt to the correct version very quickly.

As the students improve and move to the Intermediate level, they understand the purpose, main idea, and details of some shorter academic texts. They read word to word and understand most words and phrases. They are also able to scan shorter academic texts for specific information. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling or experience in a simple paragraph, though their writing often shows a lack of control over grammar, vocabulary and spelling.

As these students move to Advanced level, they adjust their reading rate according to the content of the text. They grasp main ideas, key words and important details in a wide range of social and academic texts. They are able to understand most unfamiliar vocabulary by using context clues, understand the author's purpose, point of view and understand figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, opinions and research results with clear main idea and supporting details. They write about a variety of topics. Although they make errors in grammar, spelling, vocabulary or punctuation they can clearly communicate the purpose of their writing.

For the ESL students, the school uses the small group level instructional model to service the students in all grades. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with reading groups or confer individually. These reading groups and conferring allows for more specialized instruction. All teachers utilize a multifaceted program for the Advanced and Intermediate students.

Teachers must plan specifically for language within the structure of their literacy lessons to provide for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. They reinforce listening/speaking skills, reading skills and writing via the student independent books as well as authentic literature that provides a balance of fiction and non-fiction, novels and short stories. They also include an audio CD with the recorded stories to build listening and auditory skills for our Beginner students and students with a native language other than English and/or Spanish.

The school has also analyzed the NYSESLAT scores by looking at the scale scores in both Reading/Writing and Listening/Speaking. By having a clear visual of the strengths and weaknesses in the modalities, they can plan for further differentiated instruction. For example, many of the Intermediate ESL students have stronger Listening/Speaking skills than Reading/Writing skills. Therefore, the teacher has planned for more instruction and practice on conventions and mechanics, as well as vocabulary development, to improve the students' reading and writing.

All of our students are scheduled in a departmental model, with different teachers for their core subjects, yet many of those teachers teach

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%	students during the course of the school year as are materials in a variety of languages.
75%	
50%	
25%	
0%	
100%	Dual Language
75%	
50%	
25%	
100%	Freestanding ESL
75%	
50%	

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?

All of the ELLs participate in an AIS Program -- Early Academy. They are serviced in small groups on Monday, Tuesday and Wednesday mornings. The small groups focus on the skills and areas which the NYSESLAT has identified as an area of need. Intervention services are offered for language development as well as other subjects such as math and science. Programs such as Rewards, Wilson, and phonics are used as well as standard ESL methodologies. Teachers of these students assess the students' needs and accommodate them as necessary. These students are identified based on data collected by the teachers.

In addition, the students participate in an after-school program on Tuesday and Thursday afternoons which provides them with support. Teachers in the after-school program focus on helping them complete class assignments. All after-school academic, social, and supplemental clubs and services are funded by a 21st Century Grant and by the PTA. All ELL students are welcome and encouraged to participate.

Students who have reached proficiency on the NYSESLAT test receive support during Early Academy as well and during their ELA classes. Teachers continue to work with them during instructional time and during Early Academy.

These classes and services are only offered in English.

Instructional materials are chosen to meet the specific needs of the ELL students. Special sections of the school library also support the ELL students with the collection of diverse materials in various languages. The use of technology, school-wide, supports their learning. Computers are in every classroom, as well as the library. The ELL students are encouraged to use various programs to support their learning.

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ELL students take one semester of foreign language during their middle school years.

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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)?
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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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.

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Our ESL teachers participated in QTEL training as well. We have teamed with the DOE Teaching & Learning Professional Department for English language Learners who provide training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team, which include the Assistant Principal and ESL teachers. The teachers go out for professional development as well as a member of the Network which supports our school comes into the building one time per week to work with and assist the teachers. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); ESL.

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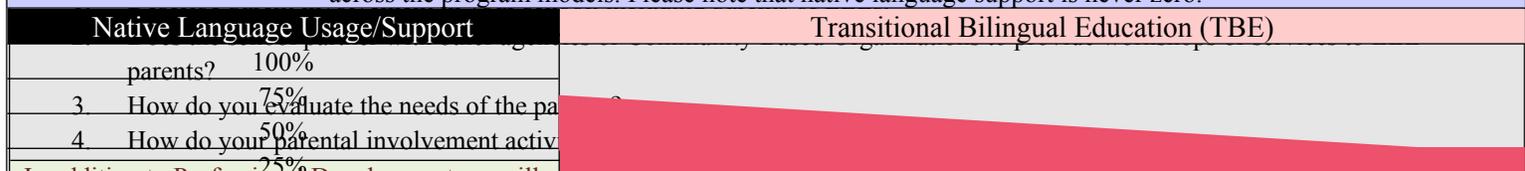
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In the spring of seventh grade, the guidance counselors meet with all the students and their parents to begin to discuss options for high school. Students and parents are given information about their choices. In September of their eighth grade year, another meeting takes place. At that meeting, parents learn about the process for selecting a high school. Translation is available at the meeting and parents can learn about their options in a variety of languages. Individual attention is given to every student as they choose a high school.

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.



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
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ENACT, a community organization, paid for by the 21st Century Grant, also provides a variety of programs for parents as does the PTA. These include- dealing with a middle schooler, decision making, helping your child make good decisions, safe use of technology.

We solicit feedback from parents in a number of ways. Parents complete the School Environment Survey each spring. They are invited to attend monthly PTA meetings during which their feedback is repeatedly sought. And, they are surveyed in person when they come to the school for meetings and Parent-Teacher Conferences.

B. Programming and Scheduling Information--Continued

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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

C. Schools with Dual Language Programs

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In addition to Professional Development we will provide Parent workshops that inform parents of their rights and choices; the different components of ESL; a clear understanding of the goals and program; and how their support at home will help the students become English proficient. We also provide ESL classes for parents. Parents meet regularly with classroom and ESL teachers to discuss students' progress. Parent Coordinator sends home a monthly newsletter informing parents of the upcoming events and what students will be learning for that month.

Three parent workshops will be held during the school year in order to support the parents of LEP students. The first workshop, Orientation to Middle School for Parents of ESL Students will be held in September to address parent orientation to the school community, as well as the unique academic and social needs of LEP students. The second workshop, Your Child and the NYSESLAT Exam, will be held during the middle of February to preview the NYSESLAT test and introduce strategies to support ELL students. At this time, parents will be invited to visit classrooms and meet with their students' teachers to discuss preparation for the upcoming NYSESLAT and student progress. The third workshop, Preparing Your Child for High School, will be held during May to inform parents of ELLs about the high school application process and their parental options for ESL services.

ENACT, a community organization, paid for by the 21st Century Grant, also provides a variety of programs for parents as does the PTA. These include- dealing with a middle schooler, decision making, helping your child make good decisions, safe use of technology.

We solicit feedback from parents in a number of ways. Parents complete the School Environment Survey each spring. They are invited to attend monthly PTA meetings during which their feedback is repeatedly sought. And, they are surveyed in person when they come to the school for meetings and Parent-Teacher Conferences.

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)							3	3	4					10
Intermediate(I)							3		5					8
Advanced (A)							2	3	5					10
Total	0	0	0	0	0	0	8	6	14	0	0	0	0	28

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	1			4
7		2			2
8	6	4			10
NYSAA Bilingual Spe Ed	1				1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		3						6
7	1		2		1				4
8	8		5		1				14
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

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

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

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

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

The NYSESLAT results indicate that our students are strong in making the necessary progress in syllables and identifying initial and final consonants, as well as vowel recognition and blends. The students continue to have difficulties in connecting letter and sounds to produce proficiency in spelling. In addition, the students have most difficulty with reading and oral expression. In the native language assessments, most of the students are performing on level. Those students that are performing below grade level are current new arrivals (beginner ELLs).

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: 054

School DBN: 03m054

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	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: 03m054 **School Name:** Booker T. Washington

Cluster: CFN 103 **Network:** CFN 103

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

Part A: Needs Assessment Findings

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

Parents complete the Home Language Survey and indicate the language in which they would like to receive information. A list is maintained in the school so that when letters and other communication is done with the family, they receive it in the language of their choice and in the form preferred. As the parents indicate changes to the preferred language and mode of communication, this is updated.

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.

Through the Home Language Survey and an informal survey of parents when they come to the school, we have determined that we need materials available in English, French, Creole, Chinese, Japanese and Arabic.

Parents were told at the start of the year in orientation programs, through the Parent Handbook and through the PTA meetings that translated materials were available.

Part B: Strategies and Activities

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

The school will use the DOE translation services, contracted vendors and DOE personnel to translate the needed documents. These documents will include school communications in reference to programs, academic issues, disciplinary issues and written publications. Where available, the DOE's translated documents will be utilized.

Translation and Interpretation funds will be used to support this service.

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

Oral interpretation services will be made available to parents who need it. If a member of the DOE staff or a family member cannot be used to assist in translation, the school will make use of the resources available through the Translation and Interpretation Unit. On the day of Parent-Teacher Conferences, the dial in number will also be used.

Translation and Interpretation funds will be used to support this service.

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>.

The school will provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages. Translated versions of the Parent Bill of Rights and the Family Guide will be distributed. Posted in the office and at the entrance to the school is a sign in each of the appropriate covered languages indicating the availability of language services.

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: Booker T. Washington MS	DBN: 03m054
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Yuet Chu
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: School Day/
Total # of ELLs to be served: 28 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 6

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: English Language Learners will receive supplemental services by an additional ESL teacher pushing into the classroom. MS 54 will have two ESL classes. These classes will receive one hundred percent of their instruction in English, using ESL methodologies. The ESL teachers will provide language instruction through the content areas of social studies and science as well. The ELL students in these classes receive supplementary services from two additional teachers who work with them in smaller groups in order to provide targeted language instruction and focus on specific areas of need. In addition, these students will receive additional academic support both before and after school.

I

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:

MS 54 strongly believe that it is imperative that all ELL personnel participate in professional development. Teachers meet together once a week to plan curricula and to share strategies and ideas. In each group, ESL and bilingual teachers share strategies and plans. In addition, members of the faculty also facilitate professional development sessions during monthly meetings and annual meetings.

Our ESL teachers participated in QTEL training as well. We have teamed with the DOE Teaching & Learning Professional Department for English language Learners who provide training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team, which include the Assistant Principal and ESL teachers. The teachers go out for professional development as well as a member of the Network which supports our school comes into the building one time per week to work with and assist the teachers. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); ESL.

In addition, we'll offered the following professional development throughout this school year:

Building Academic Vocabulary by Robert J. Marzano: (One professional development session per month in January, March, and May) This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Building academic Vocabulary curriculum. Sign in sheets and agendas of all professional

Part C: Professional Development

development activities are maintained at the school.

In addition, teachers will engage in collaborative planning and intervisitations with the goal of improving instruction and increasing student achievement.

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: We will provide Parent workshops that introduce parents to the different components of ESL and how their support at home will help the students become English proficient. We also provide ESL classes for parents. Parents meet regularly with classroom and ESL teachers to discuss students' progress. Parent Coordinator sends home a monthly newsletter informing parents of the upcoming events and what students will be learning for that month.

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Part E: Budget

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

Allocation Amount: \$12000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	<u>12000</u>	<u>These funds will partially fund an ESL teacher who will deliver supplemental services to the ELL students.</u>
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>12000</u>	