



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME: JAMES WELDON JOHNSON LEADERSHIP ACADEMY
PUBLIC/MIDDLE SCHOOL 57**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M057

PRINCIPAL: ISRAEL SOTO EMAIL: ISOTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ester Quiñones	*Principal or Designee	
Miriam Campos	*UFT Chapter Leader or Designee	
Angelica Velasquez	*PA/PTA President or Designated Co-President/Parent	
Gladys Cruz	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marilyn Serrano	Member/Parent	
Claritza Luna	Member/Parent	
Tanja Jimenez	Member/Parent	
Marjorie Moreira	Member/Parent	
Rose Persaud	Member/Staff	
Falon Melvin	Member/Staff	

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 June 2012, all classroom teachers will have engaged all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports anchored by baseline assessments in both Literacy and Math.

Comprehensive needs assessment

- PS 57 Teacher Teams have become familiar with the Common Core standards and practiced revising curriculum, assessment, and instruction with the assistance of Consultant Olivia Wahl.
- In looking to further deepen the work already established and the expectations of the New York Department of Education, we will look at revising the units of study to address the needs of individual students with a focus on subgroups (ELLs, SWDs and Black and Hispanic Boys).
- A greater emphasis will be placed on students with Special Needs as according to the 2010- 2011 School Report Card, PS 57 Special Education subgroup did not make annual yearly progress

Instructional strategies/activities

- In teams, staff will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands (spring/fall 2011).
- All students will be engaged in at least one literacy task and one math task aligned to strategically selected Common Core standards.
 - In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
 - In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- In teams, teachers will look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff
- In collaboration with the Network, their support staff will provide, at least Bi-weekly professional development.
- Teachers will be trained using the Bundles of New York Department of Education.
- Teachers will decide as teams what baseline assessment they will use to initiate the process.
- Teachers will be engaged in enhancing the Units of Study based on the Student Work Analysis.
- Attached please find the PS 57 Timeline.

Strategies to increase parental involvement

- Parents/guardians will receive on-going professional development regarding New York Department of Education Instructional Expectations via the SLT in collaboration with the Parent Association.
- Parents/guardians will receive on-going communication via the schools website www.ps57.us , emails, letters, flyers, and the In Touch Parent/Guardian Newsletter on how to continue to support classroom instruction by supporting and engaging students at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will complete a needs assessment that will determine their individual level of professional needs in regards to developing rigorous task connected to the Common Core Learning Standards and students' individual needs.
- Teachers will continue to receive on-going, differentiated professional development throughout the year in regards to developing rigorous tasks aligned to the Common Core Learning Standards.
- Teachers will participate in learning walks to view classroom practice relating to students engagement in rigorous tasks.
- Teachers will share the responsibilities, throughout the year, of facilitating Teacher-Team sessions as Grade Leaders.
- PS 57 will turnkey and implement strategies learned at monthly Principal and Assistant Principal meetings provided by the Network in regards to citywide instructional expectations and developing rigorous CCLS tasks aligned with PS 57 Units of Study.

- Teachers will continue to participate in individual Instructional Conferences to discuss personal and class goals based on data as it relates to aligning student needs to the CCLS.
- Providing ongoing professional development via consultants such as: Olivia Wahl, Aussie and Children's First Network
- Mentoring via on-site master teachers, inter-visitations to classrooms and school sites and partnerships with higher education institutions
- Workshop attendance off-site under the auspices of the NYCDOE and educational professional memberships
- Learning opportunities & webinars on & off site that are teacher-selected, credit-bearing and/or skills enhancing
- Grant opportunities for teachers to pursue creative avenues that support student strengths, interests and needs
- Nurturing the 'Dream' motif to encourage like-minded individuals to join the school vision quest
- Providing materials that facilitate teaching & learning
- Embedding the schedule with common time for planning, celebration and reflective practice
- Open House invitation to prospective or interested educators

Service and program coordination

- PS 57 provides a variety of social and education enrichment and intervention programs that are aligned to the mission and vision of the school. Programs providing intervention and enrichment are invited to attend our in-house training to support the work being implemented in the classroom and by other support staff.

Budget and resources alignment

- Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2011-2012 school year
- At least 3 common preps, including a 90-minute common prep, will be provided to classroom teachers to be used for professional development and common planning.
- Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around curriculum and instruction
- Principal, Assistant Principals attend network facilitated professional developments designed to meet the citywide instructional expectations and develop rigorous CCLS aligned task that will be embedded and aligned to our Units of Study.
- Literacy and ELL support staff attend network facilitated professional developments designed to meet the citywide instructional expectations and develop rigorous CCLS aligned task that will be embedded and aligned to our Units of Study.

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, our units of study will be aligned across the grades to the New York State Common Core Learning Standards.

Comprehensive needs assessment

- Our school-wide units of study initially were not aligned to the core standards and were not task-oriented. Via the analysis of formative and summative assessments, our students in general have demonstrated a need to improve their literacy proficiency in the areas of both reading and writing. To that end, we used professional development to merge the existing standards with the newly mandated Common Core Learning Standards. In order to support academic rigor across the grades and develop curriculum goals that reflect students' needs, we will continue to look closely at academic performance gaps.

Instructional strategies/activities

September 2011 – June 2012:

- Curriculum alignment is achieved via staff collaboration and reflective practice regarding student performance analyses and recommended next steps for improvement and maintained excellence. Staff will work as grade-specific units and inquiry teams. Administration will provide ongoing pedagogical support to facilitate group interaction and insure quality implementation of the established program. Instructional observations will provide information to maintain program integrity and fortify alignment among the standards, curriculum and instruction.
- Our school-wide approach to comprehensive instruction will include, but will not be limited to strategies & activities such as the following:
 - Balanced Literacy (read alouds, guided reading and shared reading & writing)
 - Project-based learning assignments e.g. research, interest-based tasks, use of primary resources, and technology integration
 - Formal & informal assessments
 - Next steps approach for ongoing concept development
 - Goal-setting strategies for all students (initial, medial & final)
 - Comparative analyses of identified student subgroups
- Staff, teachers and other resources used to implement these strategies/activities and steps taken to implement them include:
 - Olivia Wahl & Aussies will provide ongoing professional development in the units of study alignment and implementation
 - The Danielson Framework for Teaching & Learning will help to insure 'quality' planning, instruction & assessment.
 - Grade-level meetings will provide a vehicle for decision-making as teaches plan unit activities & enrichment tasks as well as, looking at students' work to develop relevant rubrics and establish seamless performance expectations that are modified as subsequent analyses are completed across the grades.
 - Monthly teacher-led professional development workshops focusing on CCLS, curriculum alignment and student task performances analysis
 - Instructional conferences designed to laud teachers' pedagogy, highlight observed best practices that promote academic rigor and provide an additional forum for teachers' input in the decision-making to positively impact on teaching and learning.
 - Teacher-to-teacher classroom inter-visitations for peer sharing of outstanding lessons and/or instructional strategies
 - Inquiry team formation to identify, monitor, address and assess areas of concern regarding student performance and curriculum alignment
- Teachers will use the Danielson's Framework for Teaching & Learning while working in grade-specific teams to align curriculum and instruction which exemplifies academic rigor

October/November 2011

- Identify & administer baseline assessments via instructional grade-specific teams, create aligned tasks and rubrics that delineate quality student performances. Gap analysis and next steps determined

December 2011

- Modify & teach instructional units based on gap analyses which insure meeting the needs of all subgroups and CCLS alignment

January 2012

- Create & modify prescribed performance tasks and rubrics. Analyze student performances for next steps

February 2012

- Formulate conclusions & implications for instruction and curriculum alignment

March – May 2012

- Tweak instruction and monitor its impact on the identified subgroup performances.

Strategies to increase parental involvement

- Parent monthly “In Touch” newsletter to inform families of important school-related curriculum highlights
- Curriculum Night to introduce grade-specific yearlong plans, objectives and mandates
- Parent workshops highlighting NYSCCLS at-home strategies to support student achievement
- Open House visitations for parents/caregivers to learn more about the curriculum and how they can support their child’s school efforts

Strategies for attracting Highly Qualified Teachers (HQT)

- Providing ongoing professional development via consultants such as, Olivia Wahl, Aussie and Children’s First Network
- Mentoring via on-site master teachers, inter-visitations to classrooms and school sites and partnerships with higher education institutions
- Workshop attendance off-site under the auspices of the NYCDOE and educational professional memberships
- Learning opportunities & webinars on & off site that are teacher-selected, credit-bearing or skills enhancing
- Grant opportunities for teachers to pursue creative avenues that support student strengths, interests and needs
- Nurturing the ‘Dream’ motif to encourage like-minded individuals to join the school vision quest
- Providing materials that facilitate teaching & learning
- Embedding the schedule with common time for planning, celebration and reflective practice
- Open House invitation to prospective or interested educators

Service and program coordination

- Support staff is afforded opportunities to attend educational and enrichment activities/workshops that they turnkey to staff at regularly scheduled meetings
- Educational initiatives with agencies and institutions are implemented based on student needs, administrative mandates, and teacher choice to provide varied learning opportunities and program enhancement.
- Horticultural Society provides a hands-on experience in our school-based garden that enriches the Science curriculum. It provides students the opportunity to engage in rigorous activity that involved the building oral language fluency through real life experience.

Budget and resources alignment

- Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2011-2012 school year
- At least 3 common preps, including a 90-minute common prep, will be provided to classroom teachers to be used for professional development and common planning.
- Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around curriculum and instruction

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:

By June 2012, the school’s administration team will conduct five classroom observations for every teacher using, as a supervisory tool, the Danielson Framework components 1e, 2b, 2d, 3b, 3c and 3d to enhance teacher practice through collaborative conversations.

Comprehensive needs assessment

- PS 57 ranked in 93rd percentile for K – 8 schools citywide. The School Report Card for the 2010 – 2011 was an A. In looking to always “strive towards excellence,” we have incorporated the Danielson Framework supervisory tool to enhance teacher pedagogy.
- According to the 2010 - 2011 School Report Card, PS 57 did not make annual yearly progress within the sub-group for special education. The use of the Danielson Framework as a supervisory tool, and the conversations stemming from framework, will target our school’s focus on special education.

Instructional strategies/activities

- Using components 1e (Planning and Preparation), 2b (Establishing a Culture for Learning), 2d (Managing Student Behavior), 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction) as our lens during classroom observations allows us to hold conversations with the teachers on how to improve practice along the Danielson Framework rubric. As a team (teacher and administrator), the attributes found within the Danielson rubric will serve as the basis for creating a plan of action building towards the enhancement of teacher pedagogy.
- The Principal, the Assistant Principals and the school’s teachers will take part in using the Danielson Framework. The Principal and the Assistant Principals will be responsible for carrying out classroom visits, setting up follow-up administrator/teacher meetings and facilitating the implementation of the Danielson Framework.
- Through attendance of workshops on the Danielson Framework given throughout the year from various vendors, the administration team will build upon their knowledge on using the supervisory tool.
- Teachers will learn about the Danielson Framework and practice using the framework through video observations from the school’s administration professional development sessions given three times a year.
- Following each of the five observations the school’s administration team will conduct during the school year, the teachers will have a discussion with the administration on where they (the teacher) feel their practice falls along the Danielson rubric. The conversations that follow will be targeted on specific strategies to implement within the teachers pedagogy to enhance student learning.
- The five observations on each teacher within the PS 57 school building will be conducted throughout the 2011 – 2012 school year.

Strategies to increase parental involvement

- The school’s administration team, along with the Parent Association, will conduct three parent workshops throughout the year outlining school-wide initiatives. One of the initiatives is the Danielson Framework and presenters during the parent workshop will outline how PS 57 is using this supervisory tool to enhance teacher practice.
- Parents are informed regularly during parent workshops. Handouts include information about instructional programs.
- Students participate in planning publishing parties in which parents and staff members are invited to attend.
- Parents receive progress reports informing them of students’ academic and social progression with practical strategies to implement at home.
- Communication to parents is sent in both English and Spanish.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will hold three full day professional development days for all teachers. One of the targets at each of these sessions will be the Danielson Framework. Through professional development, the school will ensure that sessions are split in two: beginner and advanced sessions. Teachers deemed as Highly Qualified Teachers will attend advanced sessions of the Danielson Framework that will have them: review footage of teacher observations, offer their “next steps” suggestions and sit on a panel on how to best put to use the Danielson Framework alongside the school’s administration team.
- Immediately following each classroom observations, teachers will take part in a debrief meeting with an administrator to discuss the low-inference notes take, a rating along the rubric from the teacher followed by a discussion on what the next steps will be to enhance practice.
- HQTs will take part on observational rounds with the administration to offer input on the process as well as attend post observations with the observed teachers and the school’s administration.
- HQT are supported individually through periodic instructional conferences in which their class and professional goals are discussed. Using the Danielson Framework teachers are visited to determine their level of implementation and through a collaborative discussion a plan is put in place.
- Providing ongoing professional development via consultants such as, Olivia Wahl, Aussie and Children’s First Network
- Mentoring via on-site master teachers, inter-visitations to classrooms and school sites and partnerships with higher education institutions
- Workshop attendance off-site under the auspices of the NYCDOE and educational professional memberships

- Learning opportunities & webinars on & off site that are teacher-selected, credit-bearing or skills enhancing
- Grant opportunities for teachers to pursue creative avenues that support student strengths, interests and needs
- Nurturing the 'Dream' motif to encourage like-minded individuals to join the school vision quest
- Providing materials that facilitate teaching & learning
- Embedding the schedule with common time for planning, celebration and reflective practice
- Open House invitation to prospective or interested educators

Service and program coordination

- All staff that work for Federal, State and local services offered within PS 57 will be invited to attend our school-wide professional development sessions that are offered three times a year.
- We will provide all non-classroom teaching staff with resources such as literature on the Danielson Framework, website links and handouts given to classroom teachers throughout the year.
- Service providers meet weekly to discuss specific children and the team is currently exploring the Four Domains of Danielson.

Budget and resources alignment

- Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2011-2012 school year
- At least 3 common preps, including a 90-minute common prep, will be provided to classroom teacher to be used for professional development and common planning.
- Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around curriculum and instruction

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:

By June 2012, based on the 2010-2011 NYS English Language Arts (ELA) Summative Assessment, a minimum of 30- 50% of students will show progress including our subgroups (ELLs, SWDs, Black and Hispanic Boys) and/or a minimum of one (1) year of growth in ELA.

Comprehensive needs assessment

- Based on the 2010-2011 Progress Report compared to the 2009-2010 Progress report, PS 57 students scoring level 3's and 4s increased by 1.7% while our overall student progress decreased by 6.5%.
- In looking further at the data, and the expectations of the New York Department of Education, we will look to address the needs of individual students with a focus on subgroups (ELLs, SWDs and Black and Hispanic Boys).
- A greater emphasis will be placed on students with Special Needs as according to the 2010- 2011 School Report Card, PS 57 Special Education subgroup did not make annual yearly progress

Instructional strategies/activities

Sept – Oct 2011

- Teachers will implement baseline assessments, analyze ARIS data and begin student conferencing to determine most effective groupings for instruction and academic intervention

Oct – Nov 2011

- AIS morning and after-school sessions begin, supported by afterschool programs and literacy specialists using novel ties, City Year provides

instructional assistance targeting high 2's & low 3 performers via a push-in/pullout design to augment literacy performances that will translate to higher standardized scores

- Overnight Leadership Retreat held for middle school students to galvanize their peer relations and enhance self-esteem

Nov – Dec 2011

- On-going interim assessment and goals progress review are done individually and collectively by students and teachers
- Grade-specific holiday & vacation instructional packets are given to students to help them maintain their academic 'edge'

Jan – Feb 2012

- Progress Reports and Promotion in Doubt notifications are made and parent conferences are scheduled to discuss/plan strategies for student success

Feb – Apr 2012

- Saturday Academy is held to afford targeted students additional test-taking strategies and skills development
- Grade-specific holiday & vacation instructional packets are given to students to help them maintain their academic 'edge'

May – June 2012

- Teachers collaborate on next year's class reorganization, next year's ELA units, assessments, resources and materials are developed and planned
- Teachers collaborate on year-end culminating activities, summer projects/packets, performances and celebrations
- Students are given an opportunity to 'move up' to their next grade for an orientation activity where they gain insight into the expectations and responsibilities of their new grade/class designation

Sept 2011- June 2012

- Teachers meet regularly (weekly & monthly) to plan and discuss units of study, data findings, gap analyses and next steps
- Literacy specialists work daily with Level 1 & Level 2 students to build their comprehension, fluency, vocabulary skills and stimulate their love of English Language Arts
- Administrators conduct instructional conferences, instructional walks, and formal & informal observations with feedback and reflection on teachers' 'glows & grows' as well as the next steps in their professional and student development.
- Grade-specific Inquiry Teams collaborate, plan and present gap analysis that identifies strategies for targeted students
- Partners collaborate with school to provide enrichment and academic support during and after school
- Teachers and members of the SAT will participate in training around writing quality IEPs that will help them better meet the needs of SWDs
- Teachers and members of the SAT will participate in a series of training on RTI provided by Children's First Network in which they will look at tier one intervention in the classroom to support learners.

Strategies to increase parental involvement

- Parent monthly bilingual newsletter (The Informer) disseminated with information to families regarding important school-related curriculum highlights
- Curriculum Night event to introduce grade-specific yearlong plans, objectives and mandates
- Parent workshops highlighting NYSCCLS, grade expectations, and at-home strategies to support student achievement
- Open House visitations for parents/caregivers to learn more about the curriculum and how to they can support their child's school efforts

Strategies for attracting Highly Qualified Teachers (HQT)

- Providing ongoing professional development via consultants such as, Olivia Wahl, Aussie and Children's First Network
- Mentoring via on-site master teachers, inter-visitations to classrooms and school sites and partnerships with higher education institutions
- Workshop attendance off-site under the auspices of the NYCDOE and educational professional memberships
- Learning opportunities & webinars on & off site that are teacher-selected, credit-bearing or skills enhancing
- Grant opportunities for teachers to pursue creative avenues that support student strengths, interests and needs
- Nurturing the 'Dream' motif to encourage like-minded individuals to join the school vision quest
- Providing materials that facilitate teaching & learning
- Embedding the schedule with common time for planning, celebration and reflective practice
- Open House invitation to prospective or interested educators

Service and program coordination

- All students are provided multiple opportunities to participate in a variety of extra/co-curricular trips that extend the learning experience
- All students have access to a fully-operative school-based lending library & media center
- All students are offered participation in technology, sports & arts activities to broaden their holistic development
- After-school programs include a homework segment to support students' instructional responsibilities
- Daily newspapers are offered to parents for their convenient reading skills development support
- HIV/AIDS education is incorporated into the instructional day with ELA standards alignment, homework & follow-up activities
- At-risk counseling and crisis intervention are available to students in addition to the full spectrum of mandated support services

Budget and resources alignment

- Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2011-2012 school year.
- At least 3 common preps, including a 90-minute common prep, will be provided to classroom teachers to be used for professional development and common planning.
- Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around curriculum and instruction.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5:

By June 2012, based on the 2010-2011 NYS Mathematics Summative Assessment, a minimum of 30 - 50% of students will show progress including our subgroups (Ells, Special Needs Students Black and Hispanic Boys) and/or a minimum of one (1) year of growth in Mathematics.

Comprehensive needs assessment

- Based on 2010-2011 Progress Report P.S. 57 received an overall grade A. For the category Student Progress, P.S. 57 received grade B 33.6 points out of 60. Through data analysis from previous years our students in general have demonstrated a need to show a minimum of one (1) year of growth in Mathematics. According to the School Report Card, PS 57 did not make annual yearly progress within the sub-group for special education, Ells, Black and Hispanic Boys.
- Based on the 2010-2011 Progress Report compared to the 2009-2010 Progress report, PS 57 students scoring level 3's and 4s increased by 2.2% while student progress decreased by 2.4%

- In looking further at the data, and the expectations of the New York Department of Education, we will look to address the needs of individual students with a focus on subgroups (ELLs, SWDs and Black and Hispanic Boys).
- A greater emphasis will be placed on students with Special Needs as according to the 2010- 2011 School Progress Report, PS 57 Special Education subgroup did not make annual yearly progress
- In order to address students' individual needs, extra teachers will push-in for Math, along with members of the City Year organization.

Instructional strategies/activities

Our school-wide approach for Student Progress will include, but will not be limited to strategies and activities such as the following:

- Integrate Math Core Standards into developmentally appropriate lessons designed to help students build a strong foundation of Mathematics skills and Mathematical understanding.
- Provide direct instruction, group work differentiated by needs, regarding: different learning modalities, ELL and ESL needs, Special Education needs, meet the needs of individual students based on their current understanding.
- Formal and informal assessments.
- Data analysis to identify deficiencies and next steps for instructional objectives based on student's needs.
- Periodic weekly quizzes to achieve authentic assessment
- Embedded assessments through HSP Math program
- Math Projects, journals and portfolios
- Periodic assessments
- On-line assessment and data analysis
- Through Class work based on Common Core Learning Standards
- Foundational building of Math concepts and strategies.
- **Staff, teachers and other resources used to implement these strategies/activities, and steps taken to implement them include:**
- Identify teachers willing to look at the current HSP program to enhance the alignment of the new common core.
- 3 Professional development sessions allocated and planned for through the CFN Network.
- Math Coach is given time to start planning and getting familiar with the New Common Core.
- Curriculum mapping and support given to the Special Education teachers to address student progress.
- Schedule for middle school created to have pockets of teachers provide AIS support.
- Weekly meetings, common preps, and professional development with the Math Coach are scheduled for teachers to share best practices, along with how to utilize and integrate the curriculum.
- Interclass visits across grades have been scheduled with the purpose of sharing best practices.
- Assessments created and aligned with units and Common Core.
- Tasks/ Exemplars used to develop deeper understanding of a unit taught.
- Inquiry Based learning embedded in the Math lessons and activities.
- Throughout the year students are assessed and flexible groupings accomplished. Planning started since June 2011, fully implemented and students identified by the beginning of the school year. Student progress closely monitored through assessments and gap analysis. After school and morning AIS will reinforce the needs to be addressed.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Curriculum Night to introduce grade-specific plans and parent support.
- Parent workshops to give Mathematical support in content, such as strategies to help the child.
- Establishing a relationship and communication through letters, web site, phone, and communication logs.

- Parent monthly newsletter to inform families of important school-related curriculum support.
- Jupiter grades reporting system for parents to follow how their child is doing in class.

Strategies for attracting Highly Qualified Teachers (HQT)

- Providing ongoing professional development via consultants such as, Olivia Wahl, Aussie and Children's First Network
- Mentoring via on-site master teachers, inter-visitations to classrooms and school sites and partnerships with higher education institutions
- Workshop attendance off-site under the auspices of the NYCDOE and educational professional memberships
- Learning opportunities & webinars on & off site that are teacher-selected, credit-bearing or skills enhancing
- Grant opportunities for teachers to pursue creative avenues that support student strengths, interests and needs
- Nurturing the 'Dream' motif to encourage like-minded individuals to join the school vision quest
- Providing materials that facilitate teaching & learning
- Embedding the schedule with common time for planning, celebration and reflective practice
- Open House invitation to prospective or interested educators
- NCTM workshops and professional development.
- Team teaching with Math certified teachers and interclass visits.

Service and program coordination

- All students are provided multiple opportunities to participate in a variety of extra/co-curricular trips that extend the learning experience
- All students have access to a fully-operative school-based lending library & media center
- All students are offered participation in technology, sports & arts activities to broaden their holistic development
- After-school programs include a homework segment to support students' instructional responsibilities
- Daily newspapers are offered to parents for their convenient reading skills development support
- HIV/AIDS education is incorporated into the instructional day with ELA standards alignment, homework & follow-up activities
- At-risk counseling and crisis intervention are available to students in addition to the full spectrum of mandated support services

Budget and resources alignment

- Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2011-2012 school year.
- At least 3 common preps, including a 90-minute common prep, will be provided to classroom to be used for professional development and common planning.
- Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around curriculum and instruction

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	38	0	N/A	N/A	2			9
1	55	0	N/A	N/A	1			16
2	64	64	N/A	N/A	2			11
3	66	66	N/A	N/A	4			13
4	69	69	25	25	4			15
5	86	86	0	0	4			10
6	6	6	15	15	6			13
7			15	15	1			3
8			15	20	0			
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Tier 1: Differentiated ELA instruction in all classes • Tier 2: small group tutoring 30 mins. per day • Tier 2: push-in and pullout by instructional specialists during the regular school day • Tier 2: after-school 2 days per week for grades 2-5 for 2 hours in total • Tier 2: READ program- one –one tutoring and homework help for 33 at-risk first graders • Tier 2: Great Leaps fluency one-to-one provided by City Year tutors
Mathematics	<ul style="list-style-type: none"> • Tier 1: Differentiated math instruction in all classes • Tier 2: small group tutoring 30 mins. per day • Tier 2: push-in and pullout by instructional specialists during the regular school day • Tier 2: after-school 2 days per week for grades 2-5 for 2 hours in total
Science	<ul style="list-style-type: none"> • Tier 1: Differentiated science instruction in science lab classes • Tier 2: small group tutoring 30 mins. per day for grades 4 and 5 • Tier 2: push-in and pullout by instructional specialists during the regular school day for grade 4-8 • Tier 2: after-school 2 days per week for grade 4 for 2 hours in total
Social Studies	<ul style="list-style-type: none"> • Tier 2: small group tutoring 30 mins. per day for grade 5 • Tier 2: push-in and pullout by instructional specialists during the regular school day for grade 4-8 • Tier 2: after-school 2 days per week for grade 5 for 2 hours in total
At-risk Services provided by the Guidance Counselor	At-risk counseling and crisis intervention as needed or recommended by the Student Intervention Team
At-risk Services provided by the School Psychologist	At-risk therapy and crisis intervention as needed or recommended by the Student Intervention Team or requested by parents through the North General School Clinic at PS 57
At-risk Services provided by the Social Worker	At-risk counseling and crisis intervention as needed or recommended by the Student Intervention Team
At-risk Health-related Services	At-risk health related services provide by the North General School clinic as needed

**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.

PS 57 PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of PS 57 Parent Involvement 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:

I. General Expectations

PS/MS 57 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **PS/MS 57** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents will have the opportunity to join the School Leadership Team, attend monthly parent workshops, parent recruiting events, parent teacher conferences and open house days.
2. **PS/MS 57** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: As members of the School Leadership Team, parents have the opportunity to be involved in reviews of curriculum and areas needing improvement.
3. **PS/MS 57** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents may partake in not only parent teacher conferences and School Leadership Team meetings, but they have the opportunity to work on the School Health Team (that facilitates a health fair annually) and also attend workshops.
4. **PS/MS 57** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents as

Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by using the Target pre-kindergarten program.

5. **PS/MS 57** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. One barrier we face is limited English proficiency in many of the parents in the PS/MS 57 community. This is a barrier to better parent involvement. We are hoping that with the addition of parent English as a Second Language courses that we will increase parent involvement throughout the school.
6. **PS/MS 57** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - The school hosts open houses at the beginning of each school year ("Curriculum Nights"), at which teachers inform parents about not only the curriculum being covered for that year, but what the state expects the students to know. Teachers also inform parents about city/statewide assessments that students may be taking that year, when the tests are given, and what is expected of the child.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by implementing parent workshops. Possible topics are literacy, technology, and mathematics (as taught by HSP Math).
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by meeting with parents on Curriculum Night and determining whether parents are interested in being classroom volunteers for the year. Parents will also be taught technology and job skills, which could aid students in the learning process and be of value to the school as well. Parents are provided with free ESL classes. Every year PS 57 hosts a Women's Wellness Day for our mothers and female guardians.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their

children, by allowing parents to become more active in their child's classroom via read-alouds or shares. Parents may also take part in the annual integrated arts project.

- e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Letters are distributed amongst students, available in both English and Spanish. The school's parent coordinator is available at all times for in person/telephone translations. Parents receive information via the phone messenger system in English and Spanish. Information about upcoming activities and events are posted on the electronic board outside of the school building. is posted Parents are also provided with a monthly letter/calendar ("In Touch") and there is an annual parent calendar that school activities posted.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Israel Soto. This policy was adopted by the PS/MS 57 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section

1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitlePIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS/MS 57 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 57 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school provides high quality instruction for all students via reduced class size for most grades. We provide differentiated instruction in both reading and mathematics. The school follows a standards based, uniform curriculum as mandated by the Chancellor.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and in March.
Parent teacher conferences are officially held twice per year (usually November and March). There are also Curriculum Nights at the start of the school year. Individual parent conferences may be held as needed.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will receive ARIS training in order to gain knowledge of the child's testing history and other information. Parents will also receive progress reports periodically and report cards at parent teacher conferences. Specific concerns may be brought to a parent's attention by the teacher or an administrator at any time.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may arrange meetings during scheduled parent teacher conference times or as teachers' schedules allow.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may chaperone trips; they may do read-alouds in the classroom; facilitate discussions on culture/heritage/career; observe student work or behavior; help with class/school extracurricular activities such as school pep rallies or school-wide events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The School Leadership

Team is a clear example of how parents and staff work as a cohesive unit in order to implement and improve parent involvement activities.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch and play video games
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups, School Leadership Team
- Attending workshops, curriculum night and parent teacher conferences regularly.

**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 Christopher Groll/Lucius Young	District 04	Borough Manhattan	School Number 057
School Name James Weldon Johnson School			

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

Principal Mr. Israel Soto	Assistant Principal Ms. Lorraine Hasty
Coach Mr. Jonathan Lee	Coach Ms. J. Chun
ESL Teacher Ms. Ya-Ning Hsu	Guidance Counselor Ms. Alison Hoffman
Teacher/Subject Area Ms. Sara Parra	Parent Ms. Kimberly Tyre
Teacher/Subject Area Ms. Edna Montanez	Parent Coordinator Ms. Lizabeth Rivera
Related Service Provider Ms. Shelly Birdoff	Other Ms. Susan Count
Network Leader Lucius Young	Other Ms. Michelle Villegas

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	783	Total Number of ELLs	122	ELLs as share of total student population (%)	15.58%
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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. 

Paste response to questions 1-6 here

Initial Identification Process

When students enter school, the child and his family are given the Home language Identification Survey (HLIS). The purpose of the Home Language Identification Survey is to identify ELLs. If the home language of the student has been identified as a language other than English, the student will be administered the Language Assessment Battery-Revised (LAB-R) within ten days of admittance to determine the child's English proficiency level. If the student scores below the proficiency level, the parents may opt for one of three programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. Information from the HLIS forms, parent interview, and data from the LAB-R and the NYSESLAT exams are used to identify the English Language Learners of our school. Students are tested with the LAB-R upon arrival to the school and the NYSESLAT is administered every spring. ESL teacher, bilingual teachers, school administrative staff will conduct the interviews and ensure the information on the HLIS. ESL teacher and test coordinators will administer the LAB-R test and complete the process of scoring and placement.

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We notify ELL parents of NYSESLAT outcomes and program eligibility when the results become available before the beginning of the next school year. ELLs that do not test out continue to receive ELL services. Those who pass the test will enter all-English monolingual classes. Students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year.

Program Choice

In order to place students in the appropriate program, we invite parents of ELLs to a Parent Orientation at the beginning of the school year and a second time in the spring. Here they receive vital information related to the three program choices available to ELLs citywide. Though we offer only TBE and ESL at PS 57, parents are informed of all three choices equally. During the information session, the parents view the ELL Parent Orientation video, and we answer all questions. The presentation is made in Spanish with translation provided in English and Bengali. The video provides the parents with a verbal, visual and auditory explanation of the three program models. A second orientation is offered when necessary in the spring, and ongoing one-on-one orientation is provided should new arrivals register during the school year. The Parent Coordinator and ESL Teacher are the facilitators of these ongoing orientations. We also assure that materials are available in other target languages for our parents. During this segment of the orientation, the parents are presented with the program models available at PS 57. Upon completion of these presentations and open discussion, the parents are provided with the opportunity to select a program for their child. Parents given information about the different programs available through the New York City Department of Education and shown the informational video. Parents are made aware of parent choice and

different options they need to make about programs available for their children. Parent brochures are provided to the parents to convey the information on program choice. If parents are not able to attend the orientation in the beginning of the semester, follow-up workshops will be made available to parents throughout the school year. The workshops are conducted by the ESL teacher and facilitated by the parent coordinator. Workshop starts with the information and explanation of the program choices. Then, the ESL teacher and parent coordinator work through the Program Selection Form in details to guide parents in making choices for their children. Plenty time is reserved for clarifying questions, providing further explanation and discussion. Finally, parents are provided with the advise from the ESL teacher about what parents can do at home to foster a positive learning experience for their ELL children.

Entitlement Letters

Entitlement letters are sent to families to inform the eligibility of receiving ESL/TBE/Dual Language services for their child upon confirmation of the eligibility of the students through the LAB-R test. Entitlement letters are distributed to the ELLs by the ESL teacher and the homeroom teachers. The letters can either be brought back by the students or the parents can opt to drop it off in the main office of school. Copies are made for each letter. The original letters along with the copies are kept on file for record and future reference.

Placement of ELLs

ELLs are placed in either ESL, TBE or Dual Language Program according to the choice their parents made. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. This applies to grades K to 8. PS 57 currently does not offer Dual Language Program. If parents request Dual Language Program, consultation and referrals will be made to facilitate parents in finding the program in other schools. Such communication will be conducted in parents' native language by bilingual teachers, ESL teacher, school administrative staff or third-party translators.

Trends in Program Choices

The LAP Team meets and reviews parent choice forms and tallies parent's program selections. The LAP Team also looks for patterns and trends within these forms. The growing desire for TBE will be addressed by having at least one bilingual class in grades K through second grade. An evaluation of the Parent Surveys indicates that the parents in the early grades wanted their children in bilingual education. However, this choice is phased out after the second grade, which is consistent with our current parent choice survey information. This is consistent with the fact that parent choice is predominately for an ESL program in grades 3-6. However, parents that chose any other program are supported in obtaining the program of their choice. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. The programs at our school currently are aligned with the parents' choice. For example, one sample of parent responses yielded 90% requesting the Transitional Bilingual Education and about 10% requesting a Dual Language program. The programs offered at PS 57 are consistent with the requests received from parents during our Parent Orientation workshops conducted throughout the school year.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	4	4	4	4	4	4	4	4					36
Total	5	5	5	4	4	4	4	4	4	0	0	0	0	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	16
SIFE	1	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	8

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	25								16	25
Dual Language										0
ESL	25		2	46			26			97
Total	50	0	2	46	0	0	26	0	16	122

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	5	9	11											25
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	5	9	11	0	25									

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	4	10	3	24	19	13	14	3	2					92
Chinese			1											1
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French	1	1												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	6	12	4	24	19	13	14	3	2	0	0	0	0	97

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Public School 57 presently has a Transitional Bilingual program K-2 Spanish/English and a Freestanding ESL program. Currently our Bilingual/ESL program consists of three Spanish Transitional Bilingual Education classes for grades Kindergarten through Second, one per grade.

Students tested that meet the criteria for a bilingual program will be placed in a bilingual program unless the parent decides to place their child in a different program. Teachers in the bilingual/ESL program are fully licensed. As students test out and the number of students becomes reduced parents request to have their children in a monolingual setting. The students transition into a monolingual class (1 class per grade 3-6 target language English) with a teacher who speaks Spanish, in order to lend support to students and parents. The ESL teachers also provide services to these classes using mostly a push in model. The pull-out model is used as needed. The teachers in these classes use ESL methodologies such as total physical response (TPR), shared reading and writing, phonemic awareness, Language Experience Approach, Sheltered English, and balanced literacy.

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five, Everyday Math is used as the math core curriculum; in grades six through eight Impact Math is used. Our science program stresses both the content-area literacy as well as the hands-on experience in the science lab. In social studies, students conduct discussion and investigation in small group setting supported by the teacher to maximize the learning experience. Throughout the subject areas we use the workshop model to deliver instruction to our students. The workshop model includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. Our ESL teacher pushes in the content classes. School bilingual teachers and bilingual paraprofessionals also support students in classroom.

We have three fully-certified teachers of Transitional Bilingual Education (TBE), one content area teacher with bilingual extension, one fully certified ESL teacher, one certified Foreign Language Teacher, and one certified Special Ed. teacher serving the ELL population of 142 students. One hundred percent of our classroom teachers are fully-certified. In addition we have two paraprofessionals supporting the needs of our ELLs in our CTT classes. Our librarian is bilingually certified and serves the school as a whole. We recognize that we will need another ESL certified teacher for our school and will be actively recruiting additional ESL teacher to serve our students.

The focus of our bilingual and ESL program is to meet the needs of our ELLs and enabling them to meet the performance standards through a balanced literacy approach. In order to ensure that we support our ELLs within the core curriculum the ESL teacher pushes -in for their mandated units of service (beginner and intermediate ELLs: 360 minutes per week and Advanced ELLs: 180 minutes per week). In our bilingual programs students receive 45 minutes of Native Language Arts (Spanish) and 90 minutes of ESL instruction daily. Our

A. Programming and Scheduling Information

ESL teacher aligns their program with the present unit of study being covered in the classes of their ELLs, NYSESLAT data, and the performance standards along with ESL methodologies. Our ESL teachers and support staff assist the ELLs by using the scaffolded reading experience framework of pre-reading, during reading, and post-reading within the ELLs' classrooms. This framework ensures that the ELLs are receiving the instruction needed to broaden their repertoire of reading skills and strategies. Our bilingual and ESL teachers use a variety instructional materials including, but not limited to, guided reading books, leveled library books, audio books, the Sundance Reading Comprehension Strategies kit, and the Empire State NYSESLAT ESL/ELL program.

The rationale for the selection of programs and activities for our ELLs is determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs (based on data from: NYSESLAT, LAB-R, NYS ELA and Math exams, predictive and interim assessments, ECLAS, and Rigby Benchmarks English and the Spanish Rigby Benchmarks). Data from the Home Language Report (RHLLA) supports English and Spanish as our languages of instruction. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELL Learners. It is our belief that the same state standards will be applied to the instructional lessons of our ELL Learners, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the No Child Left Behind Act (NCLB) is adhered to for every ELL Learner inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's work. We group students according to their proficiency levels and modalities so that we can target on their specific needs. For students that need more practice in listening, we offer the computer audio programs for them to listen to. Those will benefit the most from speaking practice, we desing units in helping them to acquire vocabulary and improve fluency. Students struggling in the reading and writing areas will receive intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to ensure students' skills in reading non-fiction texts.

Courses Taught in Languages Other than English ⓘ

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

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

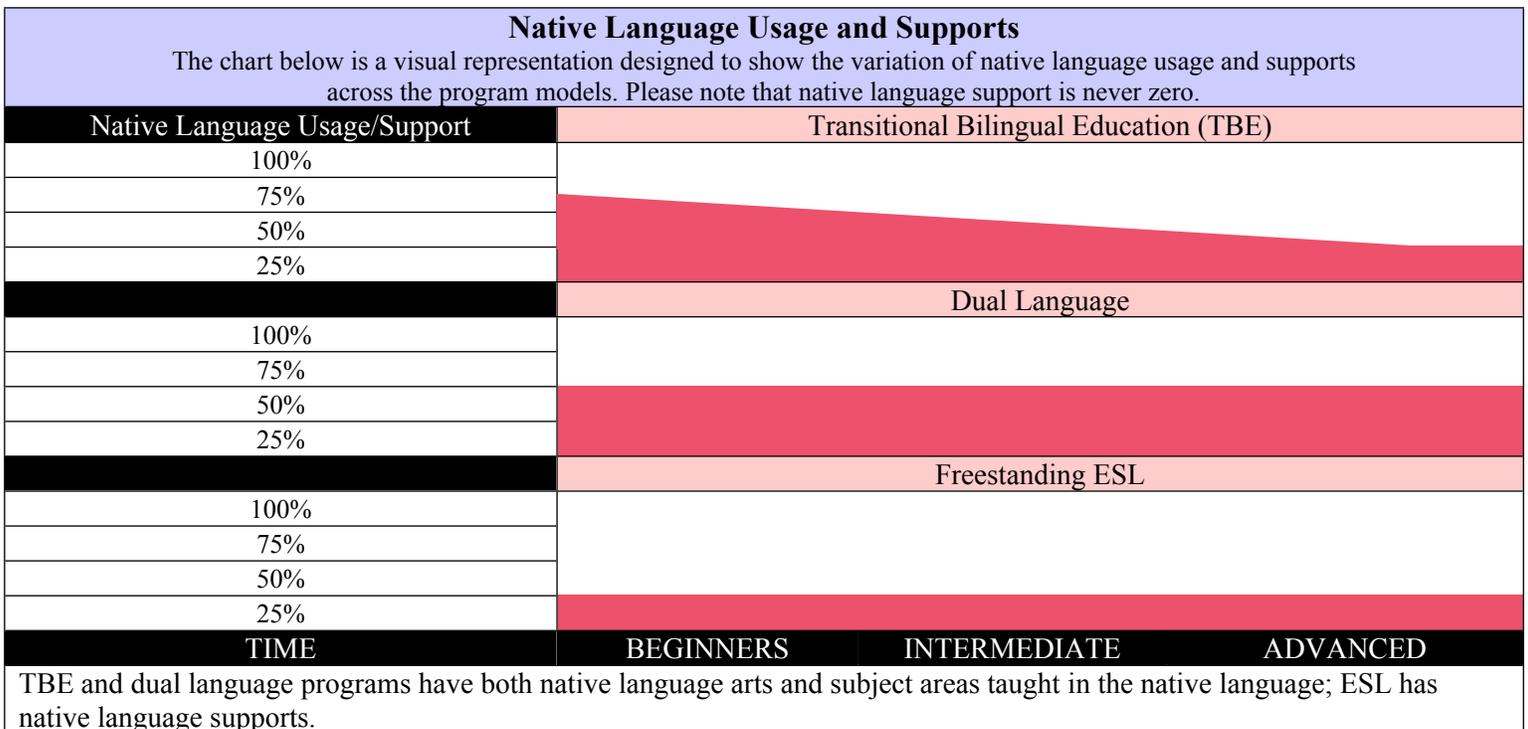
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	3			
Social Studies:	0			
Math:	0			
Science:	0			

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

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



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

B. Programming and Scheduling Information--Continued

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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?

Paste response to questions 8-17 here

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five Everyday Mathematics and in grades six through eight Impact Math program are used as the math core curriculum. Throughout the subject areas we use the workshop model to deliver instruction to our students. In science, scientific vocabulary is taught with additional ESL strategies to the ELLs who are not proficient in reading and writing. In ELA, balanced literacy model is applied. The ELLs are grouped in a small group working specifically with ESL teacher to ensure the delivery and understanding of the material and approaches. Social science is taught to the ELLs by using different levels of the historic documents and textbooks in a smaller group setting. All the instruction includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. All the instruction is given in both Spanish and English for the TBE program. In the ESL program, bilingual paraprofessional is available to provide language support to the ELLs in addition to the ESL instruction.

After ELLs reaching proficiency on the NYSESLAT, we keep monitoring their progress in performance by analyzing the data from their state tests as well as communicating with their teachers. Even though they exist out the program, former ELLs may still need language support to ensure the smooth transition to the general classroom. Our ESL teacher works closely with the former ELLs, their parents and teachers to support the students.

Public School 57 offers a wide variety of support services both mandated and at-risk. These services included, SETSS (mandated and at-risk as determined by the students' IEP or Student Intervention Team), speech and language therapy (bilingual and monolingual), occupational therapy, counseling (we have two bilingual social workers), ELA, math, and science Academic Intervention Services (AIS), small group tutoring (extended-day AIS before school), and the Yes We Can Test Preparation program after-school.

Our curriculum is enriched through the many arts programs offered to our students during and after school. Public School 57 offers a plethora of after school enrichment and remediation activities. Beginning in first grade we offer the Reading Excellence and Discovery (READ) Foundation after-school and summer program (offered to monolinguals and ELLs of beginner, intermediate and advanced level). Y After-School Program (including a karate program), City Year After-School Program, Urban Dove After-School and Summer Program, Say Yes to Education after-school/Freedom School, 57 Scholars Program (enrichment for gifted and talented students including chess, robotics, journalism, photography, debate, and theater), Theater From the Heart, Newspaper Club, the Lego City Robotics Club, basketball, soccer, tennis, and track and field. All of our ELLs are strongly encouraged to participate in the many activities PS 57 has to offer. The parent coordinator, ESL/bilingual teachers, and the parent association inform and advertise the various programs to the parents of our ELLs during the ELL orientation, curriculum night, and PA meetings. Many of our ELLs participate in the after-school program including the Scholars and sports programs. All of the programs send applications home to the parents in English and Spanish. Staff members of the programs and PS 57 can translate in other languages like Bengali, and Chinese to assist filling out applications/forms for the various extra-curricular programs.

By the linguistic level based on formative and summative data and their needs, PS 57 offers differentiated instruction to the subgroups of ELLs by providing smaller classes, individualized instruction, tutoring, and enrichment and after-school programs. We provide support to former ELLs by placing them with bilingual teachers who are trained in ESL methodologies and strategies to offer continuous ESL support. In addition to the ESL programs, our ELLs and former ELLs participate in after school education--Urban Education Exchange who

B. Programming and Scheduling Information--Continued

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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.

Paste response to questions 1-3 here

Beginning in September 2011 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful Transitional Bilingual Education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher's College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2011-2012, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is Teaching English Language Learners by Katharine Davies Samway and the article Reading Supports for All by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles Getting at the Content by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is Successful Strategies for English Language Learners. Professional development takes place throughout the school year to ensure teachers are well prepared to meet the needs of the ELLs.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade eight to design writing mini-lessons based on Ruth Culham's 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

Tentative Date	Workshop Topic	Participants
September 2011	Effective ESL Strategies	Administration, all teachers, City Year and after-school tutors, literacy volunteer, para-professional
November 2011- May 2012	Book Study Topic: Teaching English Language Learners	Administration, all teachers, para-professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2011 and February 2012, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program.

The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to

D. Professional Development and Support for School Staff

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

In the school year 2011-2012, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is Teaching English Language Learners by Katharine Davies Samway and the article Reading Supports for All by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

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E. Parental Involvement

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

Paste response to questions 1-4 here

Parents will hold an integral part in our ELL Academy. They will participate in many classroom and field experiences, including all culminating activities. Parents will learn alongside their children in the classrooms and in the field, developing their own English language skills and learning about strategies to support their children's learning at home.

Parents will participate in parent -student workshops held on selected Saturdays to expand parent and student learning opportunities. The parents will get the chance to make projects, use science activities, explore cooking and gain an understanding of their roles as teachers, while creating a bond with our school and their families. Four (4) licensed teachers and one (1) administrator will facilitate the Saturday programs. The Saturday Workshops are programmed to run for two (2) Saturdays and each session will last for four (4) hours starting from fall, 2010. In order to build capacity among immigrant parents, PS 57 will develop center- based workshops for parents and students geared to help parents to make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLS will use include workshops titled, "Make Learning fun," "Help Your Child Succeed in School," and "Build Parent-Child Relationships at Home and at School." PS 57 will support parents in learning the life skills and information/resources they need as newcomers to our country. The parent workshops will be conducted in English and Spanish.

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1. Describe parent involvement in your school, including parents of ELLs.
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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.

Paste response to questions 1-3 here

Beginning in September 2011 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful Transitional Bilingual Education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher's College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2011-2012, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is Teaching English Language Learners by Katharine Davies Samway and the article Reading Supports for All by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles Getting at the Content by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is Successful Strategies for English Language Learners. Professional development takes place throughout the school year to ensure teachers are well prepared to meet the needs of the ELLs.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade eight to design writing mini-lessons based on Ruth Culham's 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

Tentative Date	Workshop Topic	Participants
September 2011	Effective ESL Strategies	Administration, all teachers, City Year and after-school tutors, literacy volunteer, para-professional
November 2011- May 2012	Book Study Topic: Teaching English Language Learners	Administration, all teachers, para-professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2011 and February 2012, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program.

The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2011 (three

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Our teachers use scaffolding strategies to help our ELLs organize their thoughts in English and understand concepts and skills on content

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Paste additional information here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	7	0	14	0	0	1	0	1					23
Intermediate(I)	0	8	3	10	2	4	3	2	1					33
Advanced (A)	10	9	14	0	19	3	10	1	0					66
Total	10	24	17	24	21	7	14	3	2	0	0	0	0	122

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	12	6	0	23
4	2	10	6	0	18
5	4	5	2	0	11
6	4	4	2	0	10
7	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	10	4	0	0	14

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		9		5		3		23
4	4		8		4		2		18
5	3		4		3		1		11
6	2		6		2		0		10
7	0		0		0		0		0
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	12		2						14

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		8		3		0		18
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	3		0		0		0		3

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Paste response to questions 1-6 here

The data information indicated by the LAB-R and/or NYSESLAT results evidence distinct patterns that correlate with our current program. ELLs in the Kindergarten and First Grade tend receive (B) Beginner and (I) Intermediate levels of proficiency. A recognizable change in the proficiency level takes place in the number of students achieving at the (B) level. Once they reach the Second Grade, many (B) ELLs have reached the (I) level. We believe that TBE model works efficiently and effectively with our (B) and (I) students in kindergarten to grade 2. There are no distinct indicators of weakness evidenced with the NYSESLAT within the TBE program and ESL program and both program seem to be working well for our population of students. As evidenced by the chart below, the students are showing progress in the TBE program and the ESL program. By the Third Grade, the level of student proficiency shifts significantly to the (A) Advanced and a significant number of students exit the ESL program as reflected by their NYSESLAT results. The number of students achieving at the (A) level of proficiency at the Fourth Grade indicates that our program tends to meet our students' needs in a manner that is supported by the research based information supporting three to four years of ESL/Bilingual instruction. The level of student proficiency at grades Five, Six and Seven are clearly evident. Our students begin exiting the ESL program at these grade levels.

The patterns yielded by this data across the four modalities will affect instructional decisions made for our Bilingual/ESL programs. Although we are a school that has a constant influx of students requiring Bilingual/ESL services, the number of students continuing to exit the bilingual program is significant. These students are immediately assessed and immersed into the appropriate program that matches their needs and the Parent Choice Survey. An in-depth review of specific modalities has yielded an area of concern that pertains to the sub-categories of the NYSESLAT in the areas of reading and writing. Our students that continue to score in the (B) and (I) range after the third grade evidenced weaknesses in the areas of listening and speaking. In the past the Balanced Literacy Model and the Teachers College

Additional Information

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Part VI: LAP Assurances

School Name: James Weldon Johnson

School DBN: 04M057

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Israel Soto	Principal		11/22/11
Lorraine Hasty	Assistant Principal		11/22/11
Lizabeth Rivera	Parent Coordinator		11/22/11
Ya-Ning Hsu	ESL Teacher		11/22/11
Lizabeth Rivera	Parent		11/22/11
Sara Parra/Bilingual	Teacher/Subject Area		11/22/11
Edna Montanez/Bilingual	Teacher/Subject Area		11/22/11
Jonathan Lee	Coach		11/22/11
Jiyun Chun	Coach		11/22/11
Alison Hoffman	Guidance Counselor		11/22/11
Lucius Young	Network Leader		11/22/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M057 **School Name:** James Weldon Johnson Leadership

Cluster: 408 **Network:** CFN

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.

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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.

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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 provide bilingual translation for parent letters, newsletters, and flyers. Bengali, Cantonese, and Mandarin will be available to parents via telephone or written forms. African languages translations are not always available.

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 interpretations will be available during curriculum nights, parent meetings, parent workshops, parent-teacher conferences, and middle school orientations. These oral translations will be offered by PS 57 staff. Translations are available in Spanish, Cantonese, Mandarin, and Bengali. Any other translations could be done by a parent volunteers as needed.

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>.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. We have posted in two prominent areas (lobby and main office) a sign with the languages that interpretation can be made available. Written and oral interpretation services will be provided at curriculum nights, PA meetings and workshops, parent meetings, and Parent/Teacher Conferences.

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: James Weldon Johnson	DBN: 04M57
Cluster Leader: Chris Groll	Network Leader: Lucius Young
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 122 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ●3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ELL Learners receive Title III funded after-school instructional support with our New York City English Language Learners Program (NYCE). The program consists of a Beginners, Intermediate and Advanced groupings. All of our ELLs in grades Kindergarten through 2nd Grades are invited to be a part of the NYCE program. The ELL students receive instructional strategies that address the areas of strengths and/or weaknesses in the specific modalities identified by the NYSESLAT assessment. An analysis of the aggregate performance results on the NYSESLAT assessment indicates individual, group and grade level specific levels of performance. The differentiated structure of the after-school program provides the specific instructional strategies need by the ELL Learner to address proficiency for Listening & Speaking and Reading & Writing. We have 122 ELLs. The language of instruction is in Spanish (if they are in the K-2 bilingual program) or in English (ESL program). The duration of the instruction is beginner and intermediate levels--180 minutes per week; advanced level--360 minutes per week.

The NYCE program uses a thematic literacy approach using authentic literature, leveled books, hands-on instruction, and field trip experiences to help students to reach the next levels in the NYSELAT, NYS ELA, NYS Social Studies and NYS Science tests.

The bilingual and ESL teachers work closely to ensure that the ELLs receive individualized attention in this program and work with small groups helping students acquire language skills through games, rhymes and songs, literature, vocabulary building skills, and visual arts. The NYCE teachers target the NYSESLAT modalities through the use of ESL methodologies.

NYCE Units of Study and Instructional Strategies:

Read Aloud

Picture Walks

Shared Reading

Instructional Retelling

Word Study

Mathematics

Science

Part B: Direct Instruction Supplemental Program Information

Social Studies

Writing

Predictable Text

Graphic Organizers

Conferencing

Bridging

Modeling

Pre-Read and Post-Read Activities

Every Pupil Response Activities

Oral Presentation

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: Beginning in September 2011, the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful transitional bilingual education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher's College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2011-2012, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. Classroom Instruction That Works with English Language Learners by Jane D. Hill. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating

Part C: Professional Development

strategies for language learning. Teachers will continue to explore the articles Getting at the Content by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is Successful Strategies for English Language Learners.

Throughout the school year, teachers will continue to work collaboratively from kindergarten through grade five to design writing mini-lessons based on Ruth Culham's 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 2 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in December 2011 and February 2012, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program.

The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in December 2011 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2012 (three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction

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: Parents will hold an integral part in our ELL's Academy. They will participate in many classroom and field experiences, including all culminating activities. Parents will learn alongside their children in the classrooms and in the field, developing their own English language skills and learning about strategies to support their children's learning at home.

Parents will participate in parent -student workshops held on selected Saturdays to expand parent and student learning opportunities. The parents will get the chance to make projects, use science activities, explore cooking and gain an understanding of their roles as teachers, while creating a bond with our

Part D: Parental Engagement Activities

school and their families. Four (4) licensed teachers and one (1) administrator will facilitate the Saturday programs. The Saturday Workshops are programmed to run for two (2) Saturdays and each session will last for four (4) hours starting from fall, 2011. In order to build capacity among immigrant parents, PS 57 will develop center-based workshops for parents and students geared to help parents to make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLS will use include workshops titled, "Make Learning fun," "Help Your Child Succeed in School," and "Build Parent-Child Relationships at Home and at School." PS 57 will support parents in learning the life skills and information/resources they need as newcomers to our country. The parent workshops will be conducted in English and Spanish.

Parents participate in a varied curriculum of activities at PS 57. This year in partnership with North General Hospital and other organizations, parents have enjoyed workshops in a variety of areas and topics such as, Health: Women's Wellness Day, Asthma Workshop, Stress Management and Relaxation Workshops - Education: Helping Your Child Succeed Academically, the Importance of Immunization, How to Talk to Your Child about Sex. Nutrition: The Vegetable of the Month, Cook Shop. Spanish translation services are available via the parent coordinator and the parent's association for every workshop. Parents are offered adult ESL classes since the beginning of the school year and throughout the year.

As a community, the parents are always welcomed participants on fieldtrips, school wide shows, talents shows and other activities. We also host a Women's Wellness Day dedicated to our parent mothers. The School Leadership will be sponsoring in the spring of 2012 a Multicultural Dinner where families come together to share their customs and cultures. The parents' talents are also a resource for the school. Parents are strongly encouraged and often spend time working with individual students, helping with art projects and taking on various volunteer duties regardless of language they speak or education level.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on the Department of Education to translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 speak a variety of languages but the main home language is 93% Spanish, followed by 2%Chinese, 2% French, among others Bengali. As per our needs assessment, it is found that we need written translation and oral interpretation to meet the needs of our non English-speaking parents.

All the workshops are in bilingual format. Folders with resources will be provided to the parents that attend the workshop. Extra packets will be made available for those that are interested, but did not attend the workshops. Refreshments will be provided.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$16,188

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 	\$10,522	250 hours of per session for ESL and and Bilingual Teachers to support ELL Students: 250 hours x \$41.98 (current teacher per session rate with fringe) = \$10,495)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$3,238	Aussie Consultants, working with teachers and administrators 2 days a week on development of curriculum enhancements. Parents will receive professional development sessions from School Literacy Specialist, Math Specialis and ESL Teacher.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,428	LEAP Reading Program will support the instructional needs of students through comprehension and fluency building. Teachers will also receive a leveled non-fiction ELL/ESL Libray that will support language development through read alouds, shared reading, interactive reading and independent reading.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		