



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 128M – THE AUDUBON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M128

PRINCIPAL: ROSA ARGELIA ARREDONDO **EMAIL:** RARREDO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

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
Rosa Argelia Arredondo	*Principal or Designee	Signature on File
Marie Andino	*UFT Chapter Leader or Designee	Signature on File
Elizabeth Pesantez	*PA/PTA President or Designatee	Signature on File
N/A	DC 37 Representative, if applicable	Signature on File
N/A	CBO Representative, if applicable	Signature on File
Mildred Olivo	Kindergarten & 1 st Grade Teachers	Signature on File
Yolanda Encarnación	Paraprofessionals	Signature on File
Fatima Saab	Special Education Teachers	Signature on File
Lisette Ureña	4 th & 5 th Grade Teachers	Signature on File
Iris Antonetty	2 nd & 3 rd Grade Teachers	Signature on File
Daniel Leopold	Pre-K & Cluster Teachers	Signature on File
Tanya A. Robinson	Parent	Signature on File
Lilian Cordero	Parent	Signature on File
Angela Fernandez	Parent	Signature on File
Delia Flores	Parent	Signature on File
Kenia Amparo	Parent	Signature on File
Elva Bautista	Parent	Signature on File
Norma Reynoso	Parent	Signature on File

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, there will be a 5% increase in the number of students in grades 3-5 performing at level 3 as a result of well developed differentiated lesson plans in the area of ELA, as measured by the 2011-2012 NYS ELA exam.

Comprehensive needs assessment

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

A careful review of our ELA grades 3-5 item bank analysis indicates that our current 2011 level 1 and level 2 students are deficient in the area of comprehension, specifically summarizing, identifying main idea, and citing evidence from text. This was evident in the multiple choice section as well as in their written responses.

Instructional strategies/activities

- Revised ELA Curriculum Maps
- On-going creation of curriculum units of study
- Creating rigorous summative and performance task
- Professional development on the use of Bloom's Taxonomy to develop and use higher order questioning
- Support in creating differentiated lesson plans
- Language prompts & stems to promote accountable talk
- Deeper understanding of comprehension strategies and skills
- Utilizing the CCSS in literacy and writing
- Common Grade planning will be scheduled twice a month to facilitate systematic use of best practices
- Grade Teacher Teams will meet at least once a month to analyze data
- The strategies from the *6 Plus 1 Traits of Writing* program will be used to enhance writing lessons
- Rubrics will be developed across content areas
- Teachers will work collaboratively on writing tasks that are aligned to the CCSS and NYC expectations
- Monthly Writing Celebrations will emphasize rigor and build stamina in the craft of writing
- Teachers will use the *Compass Learning Odyssey* (CLO) program to address individual students' needs
- *Imagine Learning English* computer based program will be used to improve English language development
- Students in grades 2-5 will participate in the Extended Time Tutoring (ETT) Program for supplemental instruction in the area of literacy
- Parent workshops will include activities to support literacy skills at home
- Teachers will confer with supervisors to review skills analysis and individual student data profiles three times a year
- Teachers will confer with students on a weekly basis to enable them to take ownership of their goals and learning paths
- Teachers will use class profile binders as a tool to plan differentiated instruction, to set benchmarks, and press for academic rigor
- Through the inquiry process teachers will analyze data and students' progress to plan differentiated instruction, modify strategies and determine best teaching practices

- Cabinet meetings will devote structured time to data analysis to address trends and their impact on instruction
- Teachers will submit students' reading levels and articulate next steps, at least 3 to 4 times per year

Target Population: All students in grades 3-5

Responsible Staff Members: Principal, Assistant Principals, Coaches, and CFN support staff

Including teachers in decision making process: All teachers are represented in the School Leadership Team which is part of the decision making body of the school; Teachers also voice their opinions as part of the Teacher Team meetings; Teachers are represented in the Consultative Committee which address general concerns regarding the use of assessments and data; Cabinet meetings include three Coaches (teachers) who also assist in making decisions around the use of assessment.

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. It also includes parent workshops on:

- Grade expectations and grade level curriculum
- Suggested home activities to support comprehension development
- Understanding the NYS ELA exam and test taking strategies
- Enhancing vocabulary activities
- Using the ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To ensure that all our current staff members become highly qualified as defined by the NCLB they are provided with ongoing professional development that addresses comprehension strategies, understanding components of literacy, new common core, developing well organized lesson plans, and differentiating instruction to address individual students' needs. All teachers participate in weekly Teacher Team meetings to continuously analyze data, plan rigorous tasks, and understand skills assessed in the NYS ELA. New teachers will be provided with an on-site mentor that will share the new Tenure Decision Process. Ongoing support is given to all teachers to make sure that state and city credentials are met in a timely fashion.

Service and program coordination

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

The PS 128 mission statement indicates that we address students holistically: academically, health, psychological, and behavioral. Through coordination and collaboration with CBOs, such as Healthy Schools/Healthy Families, students in grades 3-5 participate in relaxation techniques that help them focus on learning and on test taking strategies. They also are involved in self-esteem building workshops that promote confidence. In turn, this helps students to try their best, resulting in more accurate representation of their abilities. Nutrition workshops for parents and students also help children understand that a healthier diet results in more energy and stamina, which help them during testing days.

Budget and resources alignment

Conceptual Consolidation: Funds, such as Title 1, FSF, and Title 3, will be used to pay for Aussie consultants and Per Diem to facilitate participation in PD sessions. Schedules will be modified to accommodate PD and teacher team meetings; In house resources from various literacy programs will be used as needed to support curriculum units.

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, there will be an additional 15% increase in the number of non-Bilingual classroom teachers participating in the ELL institute in order to learn and implement proven strategies that foster academic language development, as evidenced by teachers' participation, teachers' feedback and lesson plans.

Comprehensive needs assessment

In reviewing the NYSESLAT Assessment, we have noticed that the ELL students in grades 3-5 have scored at higher proficiency level in the listening and speaking as opposed to the reading and writing strands. A further analysis of our ELA item bank analysis shows that these students also struggled with determining the meaning of unfamiliar words by using contextual clues and other resources.

Instructional strategies/activities

- Training will be provided on how to infuse Common Core language standards through the use of language objectives in all content areas
- Teachers will use rubrics with the language standards to provide specific feedback to students regarding their work
- Ongoing training in language development strategies & how to develop effective language objectives
- Teachers will create language rich classrooms
- Explore types of scaffolds in content areas

- *Imagine Learning English* computer based program will be used to improve English language development
- Ongoing support will be used to foster vocabulary development (Tier 2 & 3 words)
- Parent workshops will include activities to support Language development in the home
- Classroom inter-visitations and learning walks will be scheduled on an ongoing basis as a tool for professional development
- Word walls will be used to support language development
- Language prompts will be implemented to facilitate student discussions as part of instruction

Target Population: All teachers and paraprofessionals

Responsible Staff Members: Principal, Assistant Principals, and the Network Support Specialist for ELLs

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. We also conduct an annual Title 1 Parent Fair to showcase students' academic skills/needs and how parents can support students' progress at home. All parent information is sent home in English, Spanish and any other language necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that all our current staff members become highly qualified as defined by the NCLB they are provided with ongoing professional development that addresses comprehension strategies, understanding components of literacy, new common core standards, developing well organized lesson plans, and differentiating instruction to address individual students' needs. All teachers participate in weekly Teacher Team meetings to continuously analyze data, plan rigorous tasks, and understand skills assessed in the NYS assessments. New teachers will be provided with an on-site mentor that will share the new Tenure Decision Process. Ongoing support is given to all teachers to make sure that state and city credentials are met in a timely fashion.

Service and program coordination

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

In an effort to improve our ELL students' improvement in reading and writing ELL students participate in RTI interventions provided by the ESL teachers as part of their daily instruction. Those in grades 3-5 also participate in the ELL after school program. This program provides instruction to foster English Language development; students in kindergarten and grade 1 are part of the Estrellita after school program. Both of these programs are supported by the Title 3 and Immigrant grants. A CBO off-site after school program, the FYI Welcome Program, supports ELL students get acclimated to their new environment.

Budget and resources alignment

Conceptual Consolidation: Funds, such as Title 1, FSF, the Immigrant Grant and Title 3, will be used to pay for Aussie consultants and Per Diem to facilitate participation in PD sessions. Schedules will be modified to accommodate PD and teacher team meetings; In house resources from various literacy programs will be used as needed to support curriculum units.

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- Informational Text/Content Area-Science:

By June 2012, 100% of teachers will increase the use of informational texts via content areas, specifically science, in order for students to demonstrate improvement in reading, comprehending and writing about informational text as evidenced by summative assessments, classroom observations, and the quality and quantity of informational text lessons being used across all classrooms.

Comprehensive needs assessment

A review of the 2011 ELA Item Analysis indicates that our students struggle with reading and comprehending informational text, specifically in understanding text features, such as captions, charts, and other visuals to understand and interpret informational text.

Instructional strategies/activities

- All teachers will include a weekly 90 minute Science block in order to provide additional time to focus on informational texts
- Informational texts will be used throughout all Arts ,Cluster, SETSS, and Reading programs within the school
- Various intervention tools, such as CLO, Imagine Learning, will be used to enhance students' interaction with informational texts
- All classroom libraries will include multi-leveled informational texts to support students' individual reading levels, comprehension, and writing
- Professional development will be provided to enhance the use of informational texts to create rigorous lessons and tasks
- Teachers will participate in training to understand and align CCSS' informational reading and writing to existing curriculum maps and units of study
- The Math Science and Technology (MST) Fair will continue to take place in the school with an emphasis on increased use of informational texts to support analysis, reflection and research
- Monthly Writing Celebrations will include an in depth unit utilizing Informational text and the creation of a non-fiction piece
- The maintenance of a science lab for Pre-K to 5 classes in order to provide more hands-on practice
- Parent workshops will include activities to support Informational text

Target Population(s): Classroom teachers in grades K-5; AIS support staff; SETSS & ESL teachers; Teacher Teams; Arts & Cluster Teachers.

Responsible Staff Members: Principal, Assistant Principals, Coaches, and CFN support staff

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. Parents participate and evaluate our school's Multicultural Fair and Math, Science, Technology Exposition with the use of a rubric. It also includes parent workshops on:

- Grade expectations and grade level curriculum
- Suggested home activities to enhance the understanding of informational text
- Utilizing the newspaper to support comprehension

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that all our current staff members become highly qualified as defined by the NCLB they are provided with ongoing professional development that addresses comprehension strategies, understanding components of informational text, new common core standards, developing well organized lesson plans, and differentiating instruction to address individual students' needs. All teachers participate in weekly Teacher Team meetings to continuously analyze data, plan rigorous tasks, and understand necessary skills and strategies of comprehension via information text. New teachers will be provided with an on-site mentor that will share the new Tenure Decision Process. Ongoing support is given to all teachers to make sure that state and city credentials are met in a timely fashion.

Service and program coordination

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

PS 128 coordinates with SES providers to support comprehension strategies necessary in reading informational text as part of their after school services. Through the SAPIS program students in grades 2-5 participate in bully prevention, self-esteem programs; this includes reading informational text and writing summaries of their understanding.

Budget and resources alignment

Conceptual Consolidation: Funds, such as Title 1, FSF, and Title 3, will be used to pay for Aussie consultants and Per Diem to facilitate participation in PD sessions. Schedules will be modified to accommodate PD and teacher team meetings; In house resources from various literacy programs will be used as needed to support curriculum units.

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, 100% of classroom teachers will receive professional development on analyzing students' running records in order to set learning goals to increase students' reading levels as measured by the Fountas and Pinnell benchmark assessments.

Comprehensive needs assessment

A review of the beginning of the school year benchmark assessment of Fountas and Pinnell indicates that a majority of our students in grades 3-5 are not reading at their independent grade level benchmark. While their accuracy level may be higher, many of these students struggle with comprehension, such as main idea, retelling, and understanding genre elements.

Instructional strategies/activities

- CFN support will provide training in analyzing of running records and use miscue analysis data in order to plan guided reading
- Teachers will receive PD on setting learning targets
- CFN support will provide professional development in guided reading strategies
- CFN support will provide training on using *The Continuum* as a resource for reading behaviors and increasing comprehension skills
- Teachers will use the F& P running records to assess students' reading level growth 3-4 times a year
- Schedules will include secured Teacher Team meetings and common planning meetings
- Classrooms teachers will share running records benchmarks results as well as students' area of strength and needs with clusters and intervention teachers
- Data talks will include evaluation of assessment results and assessment samples
- School coaches will meet bi- monthly to review data in order to support teachers
- All classroom libraries will include varied leveled books in different genres to support student's independent reading levels
- The Literacy Coach will facilitate parent workshops to provide parents with activities and strategies to support literacy at home

Target Population: All classroom teachers, AIS Support Staff

Responsible Staff Members: Principal, Assistant Principals, Coaches, and CFN support staff

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations,

as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. The school also has a set program called "Parents As Reading Partners" (PARP) which requires parents and their children to read together on a daily basis for at least 30 minutes per day. Students and parents are recognized via certificates twice a year. It also includes parent workshops on:

- Reading at home
- Understanding expected grade reading levels and progress

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To ensure that all our current staff members become highly qualified as defined by the NCLB they are provided with ongoing professional development that addresses comprehension strategies, understanding components of literacy, new common core, developing well organized lesson plans, and differentiating instruction to address individual students' needs. All teachers participate in weekly Teacher Team meetings to continuously analyze data, plan rigorous tasks, and understand skills assessed in the NYS ELA. New teachers will be provided with an on-site mentor that will share the new Tenure Decision Process. Ongoing support is given to all teachers to make sure that state and city credentials are met in a timely fashion.

Service and program coordination

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

All SES providers working collaboratively with the school include reading, writing and math instruction as part of their program. The CBO, Police Athletic League (PAL) also includes reading and writing as part of their recreational and extracurricular activities.

Budget and resources alignment

Conceptual Consolidation: Funds, such as Title 1, FSF, and Title 3, will be used to pay for Aussie consultants and Per Diem to facilitate participation in PD sessions. Schedules will be modified to accommodate PD and teacher team meetings; In house resources from various literacy programs will be used as needed to support curriculum units.

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 – MATH

By June 2012, there will be at least a 2 % increase in the number of students from Grades 3-5 performing at or above Level 3 in mathematics as measured by the NYS Mathematics exam.

Comprehensive needs assessment

Based on a summary of end of year data, and the item bank analysis of the 2011 NYS Math Test, we noticed many of our students in grades 3-5 must improve upon their understanding of mathematical concepts, such as Number Sense, Computation and Operation, as well as the ability to show and explain their answers.

Instructional strategies/activities

- Training will be provided on the Math Instructional Shifts for all staff
- Teacher Teams will work on aligning their instructional plans to the Math Instructional Shifts and the CCSS
- Teachers will participate in training on how to create rigorous mathematical performance tasks
- Teachers will include writing reflections as part of their math instruction
- The Math Coach will create and facilitate the use of prompts that foster synthesizing math concepts and reflective journaling
- Teacher teams will plan lessons that emphasize make sense of problem solving, abstract reasoning and constructing viable arguments
- Teacher teams will evaluate students' data in order to continue differentiating tasks based on students' needs
- The Math Coach will provide ongoing support on the use data from baseline assessments, and unit assessments for progress monitoring
- Teachers in grades K – 2 will be trained in a new supplemental math program, *Envisions* that will allow for more student practice on required skills and more rigorous application of concepts
- Classroom teachers will include an extra math period every Wednesday to focus on hands-on activities and performance-based tasks where students have additional opportunities to demonstrate their skills and understanding
- A new initiative, the Silver Period, will be instituted to secure a solid math block for differentiated guided math groups using tiered-tasks with multiple entry points
- Teachers will be expected to require a reflective math journal entry in students' daily math activities allowing for students to explain, construct and critique arguments based on daily math lessons and tasks
- As part of the ETT program, Thursdays will be dedicated to math instruction
- The MST Cluster teacher will channel all of his instruction through the math content area
- A new school wide initiative, "Math Challenges" will be instituted. Each grade will compete in quick minute assessments based on number sense and operations, such as multiplication and addition facts
- The school Core Inquiry Team will engage in an inquiry process around the area of math problem solving and number sense
- Each teacher will select five struggling students in their classrooms as a focus for their inquiry work in mathematics.
- Supervisory observations will include at least one math lesson per teacher
- Support from CFN Math specialist and school-based staff trained by CFN

Target Population (s): Classroom Teachers, K-5 students, Teacher Teams

Responsible Staff Member: Principal, Assistant Principals, Coaches, and CFN support staff

Implementation Timeline: September 2011-June 2012.

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. It also includes parent workshops on:

- Integrating math in daily life activities, such as cooking and shopping
- Quick math games that enhance math fluency, i.e., multiplication bingo, dominoes
- Understanding the NYS Math exam and test taking strategies
- Using the ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that all our current staff members become highly qualified as defined by the NCLB they are provided with ongoing professional development that addresses comprehension strategies, understanding components of literacy, new common core, developing well organized lesson plans, and differentiating instruction to address individual students' needs. All teachers participate in weekly Teacher Team meetings to continuously analyze data, plan rigorous tasks, and understand skills assessed in the NYS Math. New teachers will be provided with an on-site mentor that will share the new Tenure Decision Process. Ongoing support is given to all teachers to make sure that state and city credentials are met in a timely fashion.

Service and program coordination

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

The PS 128 mission statement indicates that we address students holistically: academically, health, psychological, and behavioral. Through coordination and collaboration with CBOs, such as Healthy Schools/Healthy Families, students in grades 3-5 participate in relaxation techniques that help them focus on learning and test taking strategies. They also are involved in self-esteem building workshops that promote confidence. In turn, this helps students to try their best, resulting in more accurate representation of their abilities. Nutrition workshops for parents and students also help children understand that a healthier diet results in more energy and stamina, which help them during testing days.

Budget and resources alignment

Conceptual Consolidation: Funds, such as Title 1, FSF, and Title 3, will be used to pay for Aussie consultants and Per Diem to facilitate participation in PD sessions. Schedules will be modified to accommodate PD and teacher team meetings; In house resources from various literacy programs will be used as needed to support curriculum units.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	6	N/A	N/A	N/A
1	91	51	N/A	N/A	5	N/A	N/A	N/A
2	28	65	N/A	N/A	15	N/A	N/A	N/A
3	36	69	N/A	N/A	16	N/A	N/A	N/A
4	58	63	N/A	N/A	5	N/A	N/A	N/A
5	69	54	N/A	N/A	11	N/A	N/A	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> ▪ Reading specialists provide diagnostic prescriptive instruction for targeted students 3 to 5 times a week for 50 minutes during the school day ▪ Paraprofessionals use Reading Rescue as part of the ETT program for 1st graders for 75 minutes, 2 times per week ▪ The ETT Program provides additional instruction for students in grades 2 – 5, 2 times per week for 75 minutes ▪ Intervention includes a variety of resources for supplemental instruction; including, but not limited to: <i>Words Their Way; Rewards; Wilson; Great Leaps; Voyager Passport, Literacy Games, Math Games, Project Support, Harcourt Brace (HB) Intervention and ELL Kits, Leap Frog, Leap Track, CLO, Imagine Learning English, STARS, Pasaporte, Explore the Code, Estrellita</i>, and the <i>F&P Leveled Literacy Intervention (LLI)</i> resources ▪ Students in grades 2-5 grade receive intervention support as part of the “RIE” period 5 days a week for 45 minutes ▪ ELL students in grades 2-5 receive supplemental instruction as part of the ELL after school program, twice a week for 1 and half hours.
Mathematics	<ul style="list-style-type: none"> ▪ Guided Math instruction is part of the daily math instruction ▪ Supplemental resources are used for intervention, such as Math Steps, Envisions, Kaplan, CLO, ▪ As a new initiate, all classes use math games to reinforce deficient skills once a week for 50 minutes ▪ The MST Cluster teacher provides support of mathematical concepts via technology ▪ The ETT program includes one day of math instruction for students in grades 2-5
Science	<ul style="list-style-type: none"> ▪ Classroom library books are used to support curriculum themes and units ▪ HB Science Textbooks are used to support standard based instruction ▪ HB extended activities are integrated into the daily instructional plan ▪ CLO and Imagine Learning English, is used to support science instruction ▪ School policy includes a weekly science block of 100 minutes to secure hands-on science experiments ▪ Students are provided with opportunities for real life science exploration through trips
Social Studies	<ul style="list-style-type: none"> ▪ Classroom libraries will support curriculum themes and units and standard based instruction ▪ UBD planning will be used to review and modify instruction on an ongoing basis ▪ CLO and Imagine Learning English, is used as supplemental programs ▪ Cultural trips to museums will enhance the S.S. curriculum
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ▪ Screening and articulation ▪ Individual and group counseling ▪ Referrals made via consultation with the Child Study Team (CST)

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	<ul style="list-style-type: none"> ▪ Screening and articulation ▪ Individual and group counseling ▪ Referrals will be made via consultation during the CST meetings

**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 128M PARENTAL INVOLVEMENT POLICY & PARENT COMPACT
(2011-2012)
Attachment to CEP**

PS 128M has a Parental Involvement Policy which stipulates that the school and the community must work collaboratively in an effort to improve student achievement. Hence, we have weekly parent workshops that provide parents with varied topics ranging from academic requirements, needs and assessments, to parenting skills related to child development, and health screenings. Parents participate in the School Leadership Team, as well as volunteering on a daily basis at the school. The Principal also meets regularly with the Parent Executive Board to share information and discuss concerns and recommendations. We believe that a well informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

School Parental Involvement Policy:

I. General Expectations

PS 128M 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.

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

PS 128M will put into operation programs, activities, and procedures that are aligned to the Elementary & Secondary Act (ESEA). All programs and activities will be planned and implemented in consultation with parents. Parents of all students eligible for Title I services will be invited to participate in the Title I committee. The committee will convene three times a year to plan, evaluate and design programs and activities in consultation with the Principal.

Parent Involvement Policy will be distributed in school in September of every year. It will be incorporated in the CEP plan as well as in the school’s Parent Handbook. The school will take the necessary 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.

The Parent Title I Committee will address the School Leadership Team in order to inform and provide for further analysis and consultation school wide. Parent Orientation Conferences in the initial part of the school year as well as midyear will inform parents of academic goals, curriculum initiative, grade expectations, as well as state and city promotional criteria. Parents will have an opportunity to have input on student achievement goals. In accordance Title I Part A parents will receive 1% of Title I funds to enhance parental involvement initiative. The Parental Title I funds will be used for parent courses, and resources that support all parental involvement activities.

PS 128M Parental Community model will provide continuous and comprehensive two-way communication with parents in the following matter:

- The school administration will meet with the Parents’ Association Executive Board to request their continued representations on the School Leadership Team. Parent will be trained as SLT members.
- The Parents’ Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.
- Simultaneous translations will be available for Non-English speaking parents.
- School volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- Weekly Parent Executive Board meetings with Principal.
- A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures.
- Parent Orientation of School Title I Services.
- Through Community Based Organizations (CBO) linkages such as PAL, Turn 2 Us Program, New York Presbyterian, the Development of Dominican Women’s Associations, etc., activities for parents geared to the development of parenting skills and adult training are organized for the year.
- We also have a Parent Coordinator, who assists parents with translations, assists parents with registrations and concerns, provides simultaneous translations during SLT meetings, who translate school wide letters sent to parents, as well as assists parents in finding outside agencies that will help them with any educational concerns they may have for their child. Ex. outside tutoring, after school programs, extracurricular activities etc.

In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

PS 128M will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. PS 128M will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Project Support, and ELL Title III funding. Through surveys, questions, anecdotes, testimonials and attendance all parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

PS 128M 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. The parent coordinator, as well as the parents' association and coaches for each grant/program will help to create, distribute, collect and review the evaluation. The information will then be shared with the administration, Leadership Team and Parent Executive Board, so that active discussions and important decision making can occur for each new school year.

PS 128M will build the schools' and parents' 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. The school will provide materials and training to help parents work with their children to improve their children's academic achievement.

PS 128M will conduct weekly parent workshops addressing topics such as:

- School goals
- Curriculum
- Technology
- Enrichment programs
- State/city standard
- Home/school community
- Parent services
- Parenting Skills (For Elementary School Parents)
 - Discipline
 - Help/Assistance with homework
- Health concerns
- Safety
- Grade Promotion Criteria
- Academic goals

All parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

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.

PS 128M with support from the network, the district, Central Board, the community and Community Board Organizations provide several adult education classes in order to support our parents in the pursuit of their own educational needs. We offer Adult GED classes, Citizenship classes, ESL classes, Arts and Crafts classes, as well as health and physical well being workshops. Parent leaders are trained to support workshops in order to enhance the involvement of other parents. In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

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 the School Leadership Team. This policy was adopted by the PS 128M, The Audubon School on 5/23/11 and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/11.

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.

School-Parent Compact:

The Audubon School -PS 128M, 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 2011-12.

Part I -Required School-Parent Compact Provisions

School Responsibilities: The Audubon School -PS 128M will:

- 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:
 - Using data-driven approach to improving student achievement using item analysis, portfolio assessments, informal observations, checklists, and other indicators to assess, identify and address student needs as well as target areas for instruction. Ongoing assessments include formal and informal tools.
 - Under the NCLB using an SBRR program, Harcourt Trophies Core Curriculum, ELL , & Intervention supplemental materials.
 - Standard based core curriculum for Science and Social Studies
 - Everyday Mathematics as the primary vehicle as stipulated by the NYC Department of Education
 - ESL instruction in accordance with the New York State ESL Learning Standards which delineates required units of ESL/ELA Instruction based on student's proficiency
 - Writer's Workshop model (Accelerated Literacy Learning) & standard based writing units
- 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: November 2011- March 2012
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January, March, June
- During open school week parents are encouraged to visit classroom during the instructional day to see their children in action.
- Parent teacher conferences will take place on, November 15, (afternoon and evening sessions) 2011 and March 13, 2012, (afternoon and evening sessions).
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Open-house; September-October "meet the teacher"
 - Parent-Teacher Conferences two times a year
 - Mid-year meeting: to update goals and objectives for the remaining of the school year.
 - Progress reports/meetings two times a year
 - Teachers available during preparation periods as well as before and after school
- Provide parents opportunities to volunteer in the school, to participate in their child's class activities, and to observe classroom activities, as follows:
 - Parent Coordinator conducts several sessions in the beginning of the school year to inform parents about year round voluntary opportunities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Actively participating 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.

Optional Additional Provisions:

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning-pens, pencils, books etc .
- Listen to and follow directions
- Participate in class discussions and activities
- Follow the school's/class' rules of conduct
- Follow the school dress code
- Follow the school discipline code
- Do our homework every day and ask for help when needed.

- Study for tests and assignments.
- Read at least 30 minutes every day outside of school time.
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or the adult who is responsible for my welfare all notices and information received by us from our school every day.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
	ELIZABETH PESANTEZ KENIA AMPARO	
DATE	DATE	DATE

(Please note that signatures are not required)

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 128M06

School Name: The Audubon School

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

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

Category: Basic Focused Comprehensive

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

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

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

During 2010-2011 our school was identified as Corrective Action Year 1 (focused) based on the SWD cohort not meeting AYP in the area of ELA. In the school year 2011-2012, we are considered Corrective Action Year 2 (Comprehensive) because all cohorts failed to meet AYP in the area of mathematics. Our school needs to make gains in the area of math for all cohorts. In addition, we also need to make gains in the area of ELA because most cohorts met AYP only through Safe Harbor. However, our SWD population failed to meet AYP in ELA for spring 2011.

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

Our school has taken the following intervention measures to support improved achievement with our ELL and SWD population:

- We have an Extended Time Tutoring (ETT) program 2 days a week to support all students in ELA and Math.
- We also provide Response To Intervention (RTI) in grades K-5, during the school day to support our general education, ELL and SWD students in ELA and Math.

We offer our English Language Learners (ELLs) in grades K through 5, an extended day academic intervention program which will concentrate on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The Title III tutorial after school program in K-5 will provide staff an opportunity to meet individual student needs on a "one to one" basis or small group setting through a diagnostic-prescriptive approach. The K-1 Project SUPPORT program will focus on phonemic awareness and phonics skills. Teachers will utilize an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities and whole language strategies to teach reading. The K-1 groups will be comprised of 6 to 8 ELL students in Kindergarten and first grade bilingual classes. The ELL extended day academic intervention program for grades 2-5 will target approximately 60 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. Groups will be comprised of 10-12 ELL students in grades 2-5. The K-1 Project SUPPORT and the ELL 2-5 program will meet two days a week, Monday and Friday for one and half hour each day for 15 weeks during November through April. Teachers will provide instruction in the areas of literacy, math, social studies and science. The goal of the program is to prepare our eligible second language learners and students with a minimum of one year in an English Language School System (ELSS) for

standardized testing. Instruction will focus on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students will develop their writing skills in the various genres: personal narratives, memoirs, expository, persuasive, poetry, letter writing and responding to document based questions. Nine certified Bilingual teachers with a minimum of three years experience will provide instruction. One Assistant Principal will serve as the instructional leader to ensure the success of the program. Student's progress will be monitored through periodic assessments; teacher made tests, rubrics, and standardized exams.

We also offer our immigrant students in grades 2-5 who have been in this country for three years or less, an extended day program which will concentrate on academic language development through the use of informational text. Teachers will focus on specific teaching points and language objectives in all lessons to ensure the improvement in English Language Proficiency. Moreover, teachers will use all available data to plan and differentiated instruction to address individual student's needs. The Title III- Immigrant After School Program will provide staff an opportunity to meet individual students needs on a "one to one" basis or small group setting through the diagnostic-prescriptive approach. The program will target 30 immigrant students as determined by the Place of Birth Report (RPOB). Groups will be comprised of 8-10 students. The program will meet Monday and Friday, 2:50-4:20 PM, from January 2011 through May 2012.

Assessment will be ongoing throughout, and will be evidenced by work in students' portfolios, teacher generated tests, and conference notes. The following additional measures have been instituted this year:

- ELL students are serviced by providers through the push-in/pull-out model
- Professional Development for staff is being provided by our ELL Network Specialist and Special Education support liaison
- Workshops for staff on Inquiry Process; Differentiating Instruction; Universal Design for Learning; Aligning Tasks to the Common Core Standards.
- Parent Workshops, conducted in English and Spanish, are provided throughout the school year. Workshops offered are ELL orientation; ARIS parent link; Acuity; general education, SWD and ELL requirements for state exams and available social services programs; nutrition and parenting; bullying; translation and interpretation services; child abuse prevention; gang and youth violence and effective use of public libraries. Curriculum nights were coordinated to provide parents with specific strategies to use at home that promote literacy and mathematical skills and concepts.
- Partnership Columbian Presbyterian Hospital, Healthy Schools Healthy Families (HSHF), Alianza Dominicana, ACDP, Fresh Youth Initiatives (FYI), Good Dog Foundation, to provide RTI services to our SWD and ELL students, focusing on the emotional, social and academic needs of the child. Constant progress monitoring is conducted and data shared with teachers to further differentiate classroom instruction
- Leveled Literacy Intervention was purchased to provide supplementary guided reading instruction to improve students' reading levels
- Social Worker and Guidance Counselor work with parents connecting them to outside agencies when necessary
- To better forge the relationship between home and school, the parent coordinator and other translators are available on a daily basis to assist in teacher conferences. School notices are sent home in English and Spanish.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Funds and resources will be used to provide professional development that support teacher's effectiveness in areas of:

- Understanding and using the CCLS
- Elements of information text
- Opinion writing to respond to text
- Reviewing and modifying curriculum units and maps
- Developing rigorous formative and summative tasks
- Guided math
- Constructing viable arguments and critiquing the reasoning of others
- Modeling with mathematics

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

In order to improve teacher effectiveness, PS 128 has been working diligently to create professional learning communities in which teachers are engaged in teacher teams to analyze students' work and to conduct inquiry around a specific goal that result in improving student outcomes, especially for our ELL students and Students with Disabilities.

Supervisors conduct frequent instructional snapshots and provide teachers with immediate feedback, aligned to the framework, in order to support teachers' development. Coaches provide professional development, model lessons, support inter-visitation, lesson planning, based on teachers' needs. Funds were used to secure an experienced F-Status Mentor to provide new teachers with one to one support. Per Diem funds are used to allow teachers to attend off sites PD.

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

Parents were sent letters with the information booklets about our SINI status and parent options. This was also shared during Curriculum Nights, monthly Parent Association meetings, as well as the regular Parent Executive meetings with the Principal.

**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 Charles Amundsen	District 06	Borough Manhattan	School Number 128
School Name The Audubon School			

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

Principal Rosa Argelia Arredondo	Assistant Principal Cary Pantaleon, IA
Coach T. Lucas, Literacy	Coach S. Capella, Data
ESL Teacher N. Morossini and P. Vaccaro	Guidance Counselor L. Bitanga
Teacher/Subject Area I. Machuca, Bilingual	Parent
Teacher/Subject Area I. Antonetty, Bil. Special Ed.	Parent Coordinator A. Sanchez
Related Service Provider F. Saab	Other A. Betancourt, AIS
Network Leader Marlene Wilks	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	12	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	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	654	Total Number of ELLs	236	ELLs as share of total student population (%)	36.09%
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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

In order to identify all “other than English” speaking students all parents of newly enrolled students complete a home language inventory survey at registration, which includes an oral interview in English and Spanish if applicable, conducted by an experienced licensed Bilingual teacher. Students who speak a language other than English are screened and assessed with the LAB-R within the first ten school days of attendance to determine their English language skills. The student whose “home language” is Spanish is also administered the Spanish Language Assessment Battery (LAB). If the student is determined to be an English Language Learner (ELL) we ask the parent to make a “Program Choice”, after attending a parent orientation session where the parent views the Program Choice video “The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners” presented in their dominant language. In consultation with the school representative, the parent makes the final decision to place their child in a “Transitional Bilingual Education Program “class setting, a Dual language program or they may opt for the Free-Standing English as a Second Language program. If the parent opts for the Dual Language Program we refer him/her to a neighboring school that has a Dual Language Program. We encourage all families to make the choice that best meets their child’s language proficiency needs. Parents are urged to complete and return the parent surveys and program selection forms immediately after attending the orientation sessions. Students are then placed in accordance to the parent’s choice within the first 10 days of student attendance.

In order to accurately identify all ELLs eligible to receive the New York State English as a Second Language Achievement Test (NYSESLAT), we generate the ATS report "RLER." All identified ELLs are evaluated annually, each Spring, using the NYSESLAT, administered under the Department of Education's standardized testing procedures. To ensure that all four components of the NYSESLAT are administered to all ELLs, we download the New York State Testing Memorandum, and the NYSESLAT assessment manual. Also, we create an in-house Testing Memo highlighting students to be tested, instructions, time and procedures. Through a master list, we verify that eligible ELLs have completion of all four components of the test. Finally, we cross reference all four components with students' documents prior to packaging. Upon receipt of the NYSESLAT and/or the LAB-R test scores, program entitlement letters are distributed to parents. Parents have the option to request conferences to discuss student’s proficiency scores. The school administration, data specialist, ESL and classroom teachers review the students' scores within each strands; listening, speaking, reading and writing in order to identify areas of weaknesses. Students are placed in classed based on the overall score with a plan of action to support each component.

After carefully reviewing the “Parent Survey” and “Program Selection” forms for the past few years, we have noticed that parents have been requesting the Transitional Bilingual Educational Program and the Free Standing English as a Second Language programs as their preferred program. One hundred percent of the parents of the “newly arrived” to this country student prefer the Transitional Bilingual Educational Program. We will continue to align our school program options to our parent choices.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	34	31	23	36	29	29								182
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In	5	20	6	5	9	9								54
Total	39	51	29	41	38	38	0	0	0	0	0	0	0	236

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	236	Newcomers (ELLs receiving service 0-3 years)	187	Special Education	21
SIFE	20	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	152	20	15	30		5				182
Dual Language	0	0	0							0
ESL	35	0		19		1				54
Total	187	20	15	49	0	6	0	0	0	236

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	34	31	23	36	29	29								182
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	34	31	23	36	29	29	0	182						

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	5	20	5	5	9	9								53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	20	6	5	9	9	0	54						

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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Academic instruction is provided in English and Spanish. Classes are organized in accordance to the student's proficiency level as measured by the NYSESLAT and the LAB-R. Beginning ELLs receive instruction in English 40% of the time and Spanish instruction 60% of the time. Intermediate ELLs receive 50% instruction in both English and Spanish and Advanced ELLs receive 70% instruction in English and 30% in Spanish. The English proficiency level of the students is reflected in the classroom instructional model as well as in the differentiated instruction regrouping of students. Teachers are encouraged to practice the diagnostic prescriptive model of instruction in order to meet the needs of all the students.

All Bilingual and English as a Second Language teachers are appropriately licensed and participate in on-going professional development sessions to augment their instructional skills and practices. All academic programs at P.S. 128M are aligned to the New York State Standards.

Teachers in Bilingual beginning classes teach content areas in Spanish and later reinforce content and skills in English by teaching content areas during ESL instruction. Beginning and Intermediate Transitional Bilingual classes teach all content areas (math, literacy, science, and social studies) are taught in Spanish. Teachers in advanced Transitional Bilingual classes teach all content areas, math, social studies and science in English and conduct reading development in both English and Spanish. Additionally, there is one period of ESL through the content area.

Research-based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per The National Reading Panel. The Balanced Literacy program consists of a 120-minute block which includes a 30 minute Accelerated Literacy Learning Writers' Workshop session. Students' specific learning or language needs are addressed through individual conferencing, mini-lessons and academic intervention instruction. The components of the literacy program are: read alouds, accountable talk, independent reading, shared and guided reading and small group instruction. The classroom libraries are supplemented by the Voyager's New York Passport Program, the Weekly Reader Series and the Computer Literacy Program. The Everyday Math Program is also used in both languages. Sheltered English is used to teach English in the content areas (interdisciplinary instruction, thematic-based curriculum, ESL strategies).

In order to insure that the mandated number of instructional minutes is provided, ESL teacher schedules are determined based on NYSESLAT levels. Our supervising coordinators and coaches monitor that this ESL program model is adhered to, and classroom teachers are provided with student lists for those students who require ESL services. These student lists include the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and service providers work together to make sure that all students receive the mandated services.

The two certified ESL teachers will use the push-in and pull-out model of ESL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the Push-in model the ESL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the Pull-out model the ESL teachers provide ESL services by level and by grade regardless of class and travel together to an ESL classroom. Beginning and Intermediate level students will receive 360 minutes of ESL per week and Advanced level students will receive 180 minutes of ESL per week. Explicit ESL instruction is facilitated through content area teaching. Professional development is provided to enhance the teachers'

A. Programming and Scheduling Information

best practices in second language acquisition methodology including scaffolding instruction.

In order to ensure that ELLs are appropriately evaluated in their native language; they are assessed with Estrellita Benchmark assessments, ECLA2, Running Records in Spanish, unit tests in the content areas as well as Standardized assessments including Math and Science.

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include streaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school. Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and HB Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning. As a participating school of SES programs, we encourage parents to register their children in programs to support one to one instructional services.

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in a beginning bilingual class, receiving 60% of their instruction in Spanish and 40 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes pull-out/push-in reading during the day as well as after school tutoring programs.

Our long-term ELLs utilize, the Harcourt Brace Reading series, "Trophies and Trofeos" to support literacy instruction. This is a thematic, developmental reading program that has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons will be developed to target children's specific learning and/or language needs. As part of previous Inquiry Team Work, Long Term ELLs have been our target population. The focus of the Inquiry Team was to study the causative agents impeding ELLs from reaching a proficiency level in the NYSESLAT. In studying this population, we found that some characteristics of Long Term ELLs include: frequent absences and/or long term absences, interrupted schooling, low socio economic levels, at risk home environment, lack of family support, literacy in the home, illiterate parents, lesser value placed on education, learning disabilities, at risk behavior requiring counseling and other interventions. As a result of these findings, we will continue providing weekly parent workshops to address the academic, social and emotional needs of the ELL students. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, and activities to increase the listening, speaking, reading and writing.

Our ELL Students With Disability (SWD) receive the same curriculum materials as all our mainstream students. They are instructed with grade-level materials using scaffolds strategies for language development and content knowledge. ELLs with special needs are serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As a result of our restructuring plan, we have created the "LIFT" Learning Institute For Thought, a Special Education Academy to ensure all students with disabilities additional support toward meeting NY State Standards. This includes a "Reading Is Enlightening" (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita, Words Their Way, Voyager Passport, and HB Intervention Kit.

We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences.

At PS 128M, we believe in incorporating all students in the general framework of the school. As such, we have integrated a flexible schedule within the ELL-SWD program to ensure the social, emotional and intellectual needs of students are met. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELL-SWDs are being mainstreamed with general education students in groups of eight or less. All ELL-SWD students are integrated in all school-wide activities; including monthly writing celebrations, assemblies, science and social studies fairs where they are paired with general education classes.

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	Spanish			
Social Studies:				
Math:	Spanish			
Science:	Spanish			

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

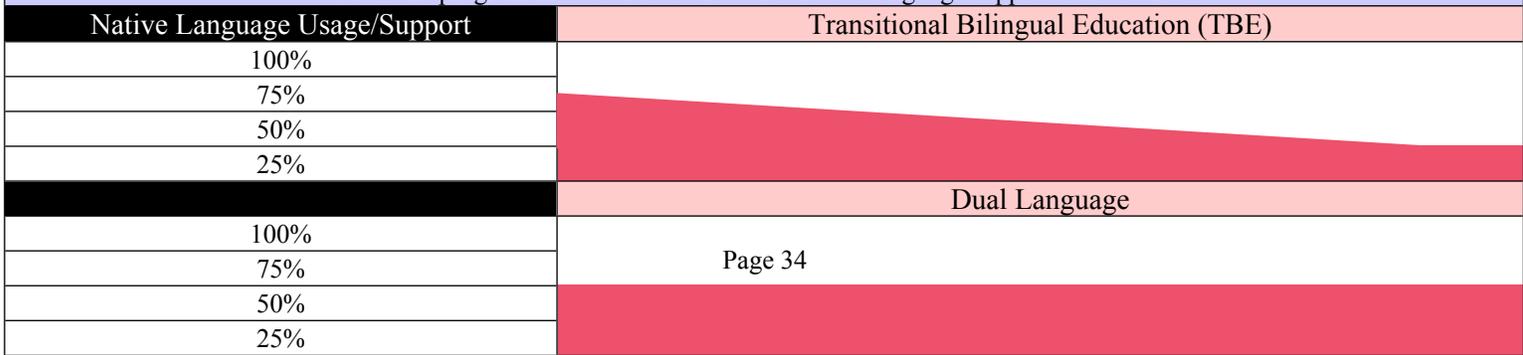
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

The school intervention programs for ELLs in ELA and Math has been designed to incorporate supplemental instruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, and Compass Learning Odyssey.

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. These Former ELLs are provided with additional time and are also supplied with an English/Spanish Glossary on Standardized assessments. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT). After review of our available resources we considered purchasing additional English and Spanish leveled library books in order to support the guided reading in our balanced literacy program. In addition, we will implement Imagine Learning English, a computer-based program that focuses on English language development by creating learning path for each individual student based on their English language proficiency.

All ELLs are provided with equal access to all curricular and extracurricular programs. In an effort to improve our ELL students' skills in reading and writing, ELL students participate in RTI interventions provided by the ESL teachers as part of their daily instruction. Also, we offer intervention programs during the day that focus on diagnostic prescriptive instruction, and flexible grouping for differentiated instruction. ELLs in grades 2-5 participate in the ELL after school program. This program provides instruction to foster English language development; students in kindergarten and grade 1 are part of the Estrellita after school program. Both of these programs are supported by the Title III grants. This K-5 tutorial program provides staff an opportunity to meet individual student needs on a "one-to-one" basis or small group setting through a diagnostic prescriptive approach. Our SIFE students are provided with academic intervention services during the day. The SIFE intervention program consists of an intensive phonics and math program that utilizes an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities through games and group activities in Spanish. In addition, a CBO off-site after school program, FYI Welcome Program, supports newly arrived ELL students get acclimated to their new environment. We give priority to our ELL student to take part on any intervention programs we offer during and/or after school hours. To ensure ELLs participation in these programs, we send home invitation letters to the parents and phone calls are made to recruit ELL students.

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. In what literature is taught in child's native language first (segmental) and how is the second language taught at the same time?

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

During the school year we will provide five two hour sessions devoted to best practices in teaching the ELL student to all staff members, including newly appointed teachers in order to support them. Staff will also share ESL methodologies during faculty conferences, and monthly grade meetings. The Literacy Coach, the Math Coach and the Bilingual/ESL Administrator will support peer coaching sessions, after school workshops, and study groups. All newly appointed teachers will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Intervisitations will be arranged to support teachers' needs. In an effort to support teachers in meeting the 7.5 hours of ELL training, we include them in the ELL Institute, which provides Bilingual, ESL and mainstream teachers an opportunity to research, learn and implement second language development strategies that support ESL instruction in content area. All teachers are advised and encouraged to maintain records of all agendas and handouts provided in these workshops to serve as evidence of their participation. As part of our PD plan, the CFN-ELL Specialist will train Cabinet members, including the Principal, Assistant Principals, Data Specialist, Literacy Coach and Math Coach to make sure that all members share the same lense regarding best practices. Paraprofessionals are also trained with Reading Rescue, Estrellita, Wilson as well as how to deliver guided reading so that they can provide intervention services to our students. In addition, all staff members are part of teacher teams. They meet every week; first week of the month is to conduct inquiry work around a common need, the second and third week of the month is to plan collaborativly around their curriculum maps, and the last week of the month is for professional development. The professional development is under the topics of; common core standards, creating rigorous summative tasks, the shifts in Literacy and Math to meet citywide expectations, and the Dannielson's Framework for Teaching and Learning.

Staff working with ELLs are scheduled to meet with the school counselor and grade supervisor to discuss how they can assist ELLs transitioning from elementary to middle school.

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

The school licensed Bilingual/ESL Coordinator will provide 6, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. These workshops focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. At the end of each workshop, parents complete a reflection sheet to be use in order to evaluate their needs.

Our school partners with outside agencies and Community Based Organizations to provide workshops and/or services to ELL parents. Some of these organizations and agencies include Alianza Dominican, Turn2 Us foundation, Healthy School Healthy Families, Police Academy League , etc.

Through the use of flyers and letters to parents, the Bilingual/ESL Coordinator will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual/ESL Coordinator during meetings and special workshops.

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?
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	7	0	0	0	0								9
Intermediate(I)	0	8	2	2	3	1								16
Advanced (A)	3	5	4	3	6	8								29
Total	5	20	6	5	9	9	0	0	0	0	0	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	6	4	5	9	3							
	I	6	7	4	3	8	5							
	A	7	19	15	13	11	19							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	14	18	20	18	32	38							
READING/ WRITING	B	16	9	8	11	8	5							
	I	10	12	16	13	13	15							
	A	4	7	15	16	24	17							
	P	1	10	4	0	8	27							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	6	10	0	36
4	16	25	7	0	48
5	17	39	7	0	63
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	11	4	12	0	4	0	1	41
4	8	3	22	12	1	9	0	0	55
5	12	7	19	17	8	10	3	0	76
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	7	10	12	20	0	3	55
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	9	32	43	16				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

The following assessment tool: ECLAS2, EL SOL and Fountas and Pinnell are used in order to assess the early literacy skills of the ELLs. The data indicates that our ELL Students in K and 1 are making strides in the development of phonemic awareness, and listening and writing strand. However, there are still not meeting benchmark by the end of grade 1. One ELL in one line is getting on phonics

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Audubon School, PS128

School DBN: 06M128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Argelia Arredondo	Principal		10/26/11
CaryPantaleon	Assistant Principal		10/26/11
Alexandra Sanchez	Parent Coordinator		10/26/11
N. Morossini, and P. Vaccaro	ESL Teacher		10/26/11
E. Pesantez, M. Rengel	Parent		10/26/11
Iris Antonetty	Teacher/Subject Area		10/26/11
Idalia Machuca	Teacher/Subject Area		10/26/11
Stacey Capella	Coach		10/26/11
Tosha Lucas	Coach		10/26/11
Lolita Bitanga	Guidance Counselor		10/26/11
Marlene Wilks	Network Leader		10/26/11
Alicia Betancourt	Other <u>AIS</u>		10/26/11
Fatima Saab	Other <u>Related Services</u>		10/26/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **06M128** School Name: **The Audubon School**

Cluster: **2** Network: **209**

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.

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey (HLS). Our parents' needs are also determined during our Parent Orientation weeks each September and January, when parents have the opportunity to meet their child's teacher. Similarly, through ongoing meetings, such as Parent Teacher Conferences, and/or those held by our Parent Coordinator and/or Bilingual Coordinator, the school receives information as to the parents' language needs. Surveys are also distributed to parents, with questions pertaining to their home language, academic, physical, and mental health development for the students and the family in order to assess the needs and interests of individual families. Finally, parent needs are also ascertained through feedback from school personnel.

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

The PS 128 learning community consists mostly of immigrant families from Spanish speaking countries. Over 93% of our students and families are Latinos. During the 2010-2011 school year we had approximately 43 recent immigrants. As indicated above, during the registration process, we determine the preferred language of our parents by a review of the HLS. At the beginning of the school year's parent orientation session, we are also able to assess the language needs of our families. In order to ensure that our school's written translation and oral interpretation needs are met, we provide parents with written notices in both English and Spanish. In addition, we have one Arabic family that receives the notices in English and Arabic. All information is shared during School Leadership Team meetings; by displaying the information on the Community Bulletin Board; During Parent Executive meetings as well as during parent workshops.

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.

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership and all school wide events. The majority of our parents speak Spanish. As part of our effort to keep all parents informed, all correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish. In addition, we also provide translations during all parent teacher conferences, for parents on a needs basis, and all school wide events/celebrations.

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.

All oral interpretation services for parents are provided as needed. Oral translations are provided by in-house staff members: Parent Coordinator, Bilingual Coordinator, as well as any staff member and school volunteers who are provided to us by the NYC School Volunteer Program. In addition, we have Community Based Organizations (CBO) such as PAL, a partnership between PS 128 and the Turn 2 Foundation, Turn 2 US, the Dominican Women's Associations that assist the school with parents and also provide activities that are geared to the development of parenting skills and adult training throughout the year.

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

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parents' needs are also determined during our Parent Orientation sessions each September and January when parents have the opportunity to meet their child's teacher. All correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated during all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education and central offices when encountered with a language other than English or Spanish. In accordance with the Chancellor's Regulations A-663, PS 128 provides parents at the beginning of the school year copies of the Parent Bill of Rights, and of the Multilingual Language Preference notice in English and Spanish. In addition, parents are also provided notification in regards to safety procedures in both English and Spanish. Furthermore, we display signs such as:"Language Identification Guide," "I'm a Parent and I Speak...," and the "Welcome" in all languages that are represented in our school.

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: The Audubon School	DBN: 06128M
Cluster Leader: Charles Amundsen	Network Leader: Marlene Wilks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: 9
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 128 M. will offer our English Language Learners (ELLs) in grades K through 5, an extended day academic intervention program which will concentrate on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The Title III tutorial after school program in K-5 will provide staff an opportunity to meet individual student needs on a “one to one” basis or small group setting through a diagnostic-prescriptive approach. The K-1 Project SUPPORT program will focus on phonemic awareness and phonics skills. Teachers will utilize an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities and whole language strategies to teach reading. The K-1 groups will be comprised of 6 to 8 ELL students in Kindergarten and first grade bilingual classes. The ELL extended day academic intervention program for grades 2-5 will target approximately 60 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. Groups will be comprised of 10-12 ELL students in grades 2-5. The K-1 Project SUPPORT and the ELL 2-5 program will meet two days a week, Monday and Friday for one and half hour each day for 15 weeks during November through April. Teachers will provide instruction in the areas of literacy, math, social studies and science. The goal of the program is to prepare our eligible second language learners and students with a minimum of one year in an English Language School System (ELSS) for standardized testing. Instruction will focus on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students will develop their writing skills in the various genres: personal narratives, memoirs, expository, persuasive, poetry, letter writing and responding to document based questions. Nine certified Bilingual teachers with a minimum of three years experience will provide instruction. One Assistant Principal will serve as the instructional leader to ensure the success of the program. Student’s progress will be monitored through periodic assessments; teacher made tests, rubrics, and standardized exams.

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:

Research indicates that professional Development is the key to improve student achievement. We will offer a comprehensive professional development program that will support the 9 teachers participating in the Title III extended day program as well as the Bilingual and ESL teachers in our school. A comprehensive professional development program will address the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. Experienced teachers will be assessed for their strength and weaknesses based on observation,

Part C: Professional Development

questionnaires, classroom walkthroughs and supervisory input. In addition, the Professional Developer will present workshops focusing on best practices in four, one hour sessions, during November through March to staff members participating in the Title III after school program. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes will be emphasized. Teaching strategies will also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction will be modeled, analyzed and implemented in the classroom setting. Classroom intervisitations will be arranged to share ideas and strategies, and self-reflection sharing sessions will be included in our meetings.

Part D: Parental Engagement Activities

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

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

Begin description here:

The Assistant Principal will provide 4, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. The parent workshop topics are aligned with the Title III program. These workshops will focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. During these workshops, refreshments will be provided.

Due to the fact that 99% of our ELL parents are Spanish speakers, 20 parents will be invited to attend two cultural trips to El Repertorio Español to enhance their experiences. EL Repertorio Español, a DOE approved vendor, offers plays in Spanish that are relevant to the experience of Latinos, such as the challenges and misconceptions about the Spanish language, culture and traditions. We hope that these plays help reinforce cultural pride, and instill the love for the arts and theater.

Through the use of flyers and letters to parents, the Bilingual/ESL Coordinator will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual/ESL Coordinator during meetings and special workshops.

Part E: Budget

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

Allocation Amount: \$

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