



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JUAN PABLO DUARTE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M132

PRINCIPAL: XIOMARA NOVA EMAIL: XNOVA@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
Xiomara Nova	*Principal or Designee	
Jacqueline Endelson	*UFT Chapter Leader or Designee	
Angel Guillermo	*PA/PTA President or Designated Co-President	
Digna Mola	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elsa Guerrero	Member/Staff	
Martha Rivera	Member/Parent	
Laura Sitkiewicz	Member/Parent	
Flor Santamaria	Member/Parent	
Carol Castillo	Member/Staff	
Melina Sanchez	Member/ Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, teacher effectiveness will improve through the development of professional learning communities in which teachers are engaged in studying how to craft and implement learning experiences that focus on Engaging Students in Learning and Designing Coherent Instruction that will result in improved student performance as measured by the NYS ELA and math assessments.

Comprehensive needs assessment

- Based on the 2011 NYS assessment, a high percentage of our 3rd to 5th grade students did not fall into the “within” or the “above” target ranges in the following areas:
 - Information and Understanding
 - Critical Analysis and Evaluation
 - Problem Solving

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Curriculum Mapping, Common Core Standards, Designing Coherent instruction and Student Engagement.

Target Population(s): All Teachers in Grades K-5

Responsible Staff Members: Network Specialists, Principal, Assistant Principals, Staff Developers (internal and external)

Steps for including teachers in the decision-making process

- Teachers will meet as an Inquiry team with the support of the Administration. Coaches and Network Support Specialist to align literacy tasks with Common Core Standards
- Teachers will meet, on the grade and across grades, to review data from periodic assessments.

Implementation Timeline: September 2011 through May 2012

Activity #2

Cooperative Planning: Teachers will meet regularly to develop curriculum units that are aligned to the Common Core Standards. This process will be facilitated by the lead teacher on the grade.

Target Population(s): All Teachers in Grades K-5

Responsible Staff Members: Lead Teacher and Staff Developers (internal and external)

Steps for including teachers in the decision-making process

- Teachers will select the grade level Lead Teacher as well as assume leadership roles for each content area.
- Teachers will evaluate and select materials and resources to support the curriculum units that they have developed.

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

In order to meet this goal the following activities in our Title I Parental involvement Policy will be implemented:

- Provide parents with resources and information to enhance their skills and ability to assist their child at home. Parents will receive the Common Core Standards pertaining to their child's grade. (During a Parent Workshop)
- School based parent workshops at least once a month. Parents' workshops will take place on a Thursday evening in order to accommodate parents' different schedules. A parent workshop calendar will be developed for the school academic year. (Topics will include: Sharing School Data, Common Core Standards, Math/Literacy Family Night and Technology)

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff attends hiring fairs to identify and recruit highly qualified teachers in ELA and mathematics
- In order to achieve this goal we will provide professional development opportunities in which all teachers are actively involved in designing units of studies and learning activities that engage students in high-level activities and reflective practices that will lead to more effective instructional practices.

Service and program coordination

- State and local services are being coordinated with the instructional strategies/activities to achieve this goal. Teachers will work with state assigned support staff member to differentiate instruction for students with special needs as well as a support specialist from NYU that will support teachers in addressing the needs of our ELLs.

Budget and resources alignment

- We will use Title I and Title III funding to pay for the consultants and network Specialists that will support the actions/strategies/activities described in this action plan.
- Literacy and Math Coaches funded through Title I and Administrators will be funded through Tax Levy Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, 75% of students in grades 3-5 will show growth in academic proficiency level in mathematics and literacy by creating and implementing performance-based tasks that are aligned to the Common Core Standards that measure students' problem-solving and critical analysis ability in mathematics; and engage students in effectively forming opinions and finding information to support their opinions in order to justify their arguments through persuasive writing across subjects and grades as measured by Common Core Standards based performance tasks.

Comprehensive needs assessment.

- Based on our 2010-11 Item skills analysis, our 3rd – 5th grade students did not demonstrate growth in the area of problem solving and critical thinking skills.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Persuasive Writing, Developing Academically Rigorous Performance Based Tasks, Integration of Thematic Approach to Teaching

Target Population(s): Teachers in Grades K-5

Responsible Staff Members: Network Specialists, Principal, Staff Developers (internal and external)

Steps for including teachers in the decision-making process

- Teachers will meet in teams across the grades to plan units
- Teachers will attend out of building PD and turn-key information at grade level meetings

Implementation Timeline: September 2011 through May 2012

Activity #2

Creation of Performance Tasks: Teachers will meet regularly to develop performance tasks that are aligned to the Common Core Standards. The tasks created will be shared and shared across the grades assuring academically rigor and adhere to the continuum of learning

Target Population(s): Teachers in Grades K-5

Responsible Staff Members: Lead Teacher s and Staff Developers (internal and external)

Steps for including teachers in the decision-making process

- Teachers will determine tasks and share samples of student work on given tasks.
- Teachers will identify Common Core Standard(s) being addressed through tasks that they have developed.

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- P.S. 132, the Juan Pablo Duarte School, will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following activities:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - a. The State's academic content standards and Common Core Standards
 - b. The City, State and Federal Standards and academic assessments (including alternate assessments)
 - c. How to monitor their child's progress
 - d. How to work with teachers as partners
 - e. How to work with their children to improve their achievement level (e.g. Literacy, Math and the use of Technology)

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to achieve this goal we will provide professional development opportunities, at the school and Network level in which all teachers are actively involved in designing units of studies and learning activities that are aligned to the Common Core Standards.
- Administrative staff attends hiring fairs to identify and recruit highly qualified teachers in ELA and mathematics

Service and program coordination

- Support is being provided by our Network Support Specialists in a coordinated effort with in-house staff in order to support teachers with their instructional practices.

Budget and resources alignment

- We will use Title I and Title III funding to pay for the Network Specialists that will support the actions/strategies/activities described in this action plan.
- Literacy and Math Coaches funded through Title I
- Administrators will be funded through Tax Levy Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, Students with special needs (SWD) will show an increase in academic proficiency in reading comprehension through teachers' use of informational text and short term goal setting in alignment to the Common Core Standards

Comprehensive needs assessment

- Based on the September 2011 Fountas and Pinnell reading assessments our Special Needs students in grades K-5 are performing below benchmark in reading comprehension of informational text.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Administration and miscue analysis of F&P formative assessment, Interim assessments to monitor and revise curriculum; use of student data to plan and set short and long term goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): Teams of teachers servicing SWDs.

Responsible Staff Members: Network Specialists, Principal, Assistant Principals, Staff Developers (internal and external)

Steps for including teachers in the decision-making process

- Special Education Teachers will meet as a team to determine scaffolding strategies that will allow for growth in reading comprehension of informational text.

Implementation Timeline: September 2011 through June 2012

Activity #2

Differentiation of instruction; Teachers working with SWD will support students through the development of short term goals. In order to ensure that students are meeting their set goals progress monitoring will occur on an on-going basis. Teachers will also use the Common Core Library for standards based exemplars of literacy tasks that support students with disabilities. SETTSS teacher will pull out students identified and targeted for RTI.

Target Population(s): Teams of teachers servicing SWDs.

Responsible Staff Members: Lead Teachers, Network Specialists, Assistant Principal and Staff Developers (internal and external)

Steps for including teachers in the decision-making process

- Teachers will decide on resources to be used to support their instruction.
- Teachers self-select PDs based on areas that they would like to gain greater depth of knowledge

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

P.S. 132, the Juan Pablo Duarte School, will provide the following: technical assistance, and other support in planning/implementing effective parental involvement activities to improve student academic achievement and school performance:

- Provide workshops to parents to enhance their ability to work together effectively and engage in activities as a school community
- Provide parents with resources and information to enhance their skills and ability to assist their child at home. Parents will receive the Common Core Standards pertaining to their child's grade. (During a Parent Workshop)

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to achieve this goal we will continue to provide professional development opportunities in which all teachers are trained on how to analyze the assessment data in order to set short term goals, differentiate instruction as well as provide more effective and targeted instruction.

Service and program coordination

- The NYC Department of Education in a coordinated effort with in-house staff will support teachers with their instructional practices.
- Attendance Committee will support teachers as part of the school's efforts to improve attendance for SWD showing patterns of excessive absence.

Budget and resources alignment

- We will use Title I and Title III funding to pay for the consultants and network Specialists that will support the actions/strategies/activities described in this action plan.
- Network Specialist funded through Tax Levy Children First Network Support
- Literacy and Math Coaches funded through Title I
- Administrators will be funded through Tax Levy Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, 25% of ELLs will show an increase in the area of critical thinking skills by improving the quality and variety of rigorous tasks in which the students are regularly engaged .

Comprehensive needs assessment

- Based on our 2010-11 School Report Card, our English Language learners (ELLs) did not make the expected gains in the NYS Exams.

Instructional strategies/activities

- Coaches, ESL teachers, Network ELL Specialist and Administration will provide teachers with professional development in incorporating ELL strategies into literacy lesson planning and execution
- Coaches and Administration will provide professional development in utilizing literacy exemplar task samples for ELL students provided in the Common Core Library
- Grade leader Team meetings will utilize current student work to develop literacy tasks in alignment with the Common Core Learning Standards
- Grade Leader Teams as well as teacher grade teams will meet to develop tasks that are cognitively demanding as provided by Common Core Library exemplars

Strategies to increase parental involvement

- Parents will be encouraged to participate in the Title III committee which discusses all information pertaining to the English Language Students (Ells').
- 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 No Child Left Behind Act (e.g. class parent, school volunteers, and workshop attendees)

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to achieve this goal, administrators will attend hiring fairs in order to recruit teachers that are highly qualified.

Service and program coordination

- Support is being provided by our Network Support Specialists in a coordinated effort with in-house staff in order to support teachers with their instructional practices
- Attendance Committee will support teachers as part of the school's efforts to improve attendance for ELLs showing patterns of excessive absence

Budget and resources alignment

The various funding that will be used to support the actions/strategies/activities described in this action plan are as follows:

- We will use Title I and Title III funding to pay for the consultants
- Network Specialists that will support the actions/strategies/activities described in this action plan.
- Title III funding will be used to purchase materials for ELL's Academy and parent Workshops
- Literacy and Math Coaches funded through Title I
- Administrators will be funded through Tax Levy Fair Student Tax Levy

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.

Students in grades K-3 have been targeted for AIS in ELA based on the most recent reading assessment results using the Fountas and Pinnell Assessments kit. For students in grades 4 and 5, we used last year’s NYS ELA test results as well as teacher recommendation. Student identification for mathematics in grades K-3 were based on teacher recommendation s and NYS mathematics assessment results for students in grades 4 and 5. For science, students were identified based on their scores on last year’s NYS Science assessment in which 40 of our 4th graders scored at levels 1 or 2.

	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	11			
1	65	65	N/A	N/A	17			
2	65	65	N/A	N/A	28			1
3	62	59	N/A	N/A	36			10
4	110	90	110	110	29			10
5	45	43	40	N/A	38			10
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:

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Push In & Pull-Out AIS and Afterschool Target Small Group Intervention (37.5 minutes) Reciprocal Teaching Techniques specifically Predicting, Clarifying, Questioning and Summarizing. Rewards Program-Multi-Syllabic Word Attack Strategies</p>
Mathematics	<p>Pull-Out and Afterschool Target Small Group Intervention: Partner Games and Everyday Math Games Mathematics Readers (Teacher Created Press) Combining non-fiction texts, problem solving and real world connections.</p>
Science	<p>AIS Push In & Pull Out- Small Group Intervention and Afterschool Target Small Group Intervention: I'Openers Informational Texts with specific content area, comprehension skills and nonfiction text features. Additional Support Material: Step Into Reading and Scholastic Science Readers</p>
Social Studies	<p>AIS Push In & Pull Out-Small Group Intervention and Afterschool Target Small Group Intervention I'Openers Informational Texts with specific content area, comprehension skills and nonfiction text features.</p>
At-risk Services provided by the Guidance Counselor	<p>Small Group and one-to-one counseling during school hours (pull out)</p> <ul style="list-style-type: none"> ● One-to-One Counseling during school hours (pull-out) ● Small-Group counseling during after school hours (Friendship Club) using Life Skills training ;a research based program ● Crisis Intervention / Prevention during schools hours (lunch Periods) using PRIM program ● Conflict Resolution during school day ● Small group Peer Mediation/Peer Leadership using Social Skills lesson Activities ● Intervention by counseling staff ● Guidance conference(s) ● Restorative Approaches ● Positive Behavioral Interventions and Supports (PBIS)

	<ul style="list-style-type: none"> ● Individual/group counseling ● Mentoring program ● Conflict resolution ● Development of individual behavior contract ● Short-term behavior progress reports ● Referral to IST (Instructional Support Team) ● Community service (with parental consent) ● Referral to a Community Based Organization (CBO) ● Referral to appropriate substance abuse counseling services ● Referral to counseling services for youth relationship abuse or sexual violence ● Referral to consoling services for bias-based bullying, intimidation, or harassment
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> -Crisis intervention -At risk counseling group and individual counseling -Informal screening evaluations to determine academic levels for the IST or as requested by service providers and teachers -Classroom observations -Consultation with teachers -Functional Behavior Assessments and behavior Interventions -One-to-one counseling services during the school day
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> -Crisis intervention -Individual and small group Counseling provided during schools hours -Classroom observations -Consultation with teachers -Functional Behavior Assessments and behavior interventions -One-to-one counseling services during the school day
At-risk Health-related Services	<ul style="list-style-type: none"> -Individual and small group sessions during school hours provided by the school nurse on health related issues Through Healthy Options and Physical Activity Programs in School (HOP)

P.S. 132 PARENT INVOLVEMENT POLICY (PIP)

2011-2012

Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

Our school's policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parents' Association, and Title I Parent Committee, as trained volunteers and welcomed members of our school community. The action plan for parent involvement will serve as the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

P.S. 132, the Juan Pablo Duarte School, agrees to support parents and families of Title I students and 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 No Child Left Behind (NCLB) Act. Those programs, activities and procedures will be planned and operated with the consultation of parents of participating students.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the No Child Left Behind Act, and includes, as a component, a school-parent compact consistent with this section.**
- **This parental involvement policy is part of our 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. The school will also provide information and school reports required under section 1111 of the No Child Left Behind Act in an understandable and in a language parents understand.**
- **The school will involve Title I parents, Part A programs in making decisions about how the 1 percent of Title I funds for parental involvement is spent.**
- **The school will foster parental involvement by integrating parents in their child's academic learning and other school activities.**
- **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 No Child Left Behind Act (e.g. class parent, school volunteers, and workshop attendees)**

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardian, including parent/guardian of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I Parents to improve the academic quality of our school. The findings of the evaluation through school survey and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members for the school's Parent Association (or Parent-Teacher Association), as well as parent member of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their member for additional input. To increase and improve parent involvement and school quality, our school will:

- **Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School- Parent Compact;**

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or dedicated staff person provides parent workshops based on the assessed needs of the parents of children who attend our school. The Parent Coordinator or dedicated staff member work eagerly to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator also maintains a record of events and activities planned for parents each month.
- Provides a series of parents workshops, facilitated by the Parent Coordinator, on topics such as, Housing Code Enforcement, Immigration/Naturalization, How to Navigate the DOE Website and How to Use the School Website (student resource link) as a supporting tool to help their Child(ren)'s improvement academically.
- Provide monthly reports by the principal so parents are offered with the opportunity to understand the NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Reports, and Quality Review Reports Parents' Association Meetings and Parents' Workshops

The **Juan Pablo Duarte School** will take the following actions to further encourage school-level parental involvement:

- Publish, distribute and make available the School's Parent Involvement Policy to parents of children in our school in a language they understand.
- Distribute School -Parent Compact during Parents' Association Meeting (on October)
- Actively recruit parents in order to increase the number of parents that actively participate in the decision making process at the school. (School Leadership Team)
- Conduct monthly Parent's Association meetings to provide information to parents on school issues.

- **Share School Data with Parents**
- **Discuss role of parents in the school**

P.S. 132, the Juan Pablo Duarte School, will provide the following: technical assistance, and other support in planning/implementing effective parental involvement activities to improve student academic achievement and school performance:

- **Provide workshops to parents to enhance their ability to work together effectively and engage in activities as a school community**
- **Provide parents with resources and information to enhance their skills and ability to assist their child at home. Parents will receive the Common Core Standards pertaining to their child's grade. (During a Parent Workshop)**

P.S. 132, the Juan Pablo Duarte School, 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 the quality of its Title I Part A program. 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 of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (with the involvement of parents) its parental involvement policies.

- **Parents will revisit this Parent Involvement Policy and School-Parent Compact yearly to insure it remains an effectual policy serving the best interest of increasing and maintaining parent involvement.**
- **P.S. 132, the Juan Pablo Duarte School, will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following activities:**

- **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:**
 - f. The State's academic content standards and Common Core Standards**
 - g. The City, State and Federal Standards and academic assessments (including alternate assessments)**
 - h. How to monitor their child's progress**
 - i. How to work with teachers as partners**
 - j. How to work with their children to improve their achievement level (e.g. Literacy, Math and the use of Technology)**
- **School based parent workshops at least once a month.** Parents' workshops will take place on a Thursday evening in order to accommodate parents' different schedules. A parent workshop calendar will be developed for the school academic year. (Topics will include: Sharing School Data, Common Core Standards, Math/Literacy Family Night and Technology)
- **Translation of materials are available as needed**
- **Provide on-going information on Title I by:**
 - The school will actively involve parents in planning, reviewing and improving Title I programs and the parent involvement policy by forming a Title I committee. This committee meets once a month, on a Friday.

P.S. 132, the Juan Pablo Duarte School, will foster parental involvement by providing materials and training such as using technology to help parents work with their child(ren) in order to improve their academic achievement. The School will:

- **Provide on-going learning opportunities during and after school hours to parent and families through coordination of school, and community organizations. (Career Awareness provided by the Guidance Counselor and Parent Coordinator, and visitation of Colleges/Universities)**

- **Provide parent training on how to access ARIS and how to analyze their child's(ren) data in order to provide academic support at home. (Materials will be provided in the parents' native language)**
- **Provide training to parents where they can expand their skills and understanding of technology and the Internet.**

P.S. 132, the Juan Pablo Duarte School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I in a language the parents can understand:

- **Provide parents with information pertaining to school performance on an on-going basis**
- **Disseminate information to parents in various ways; workshops, parent orientation meetings, Parent/Teacher Conferences, SLT meetings, letters, and Parent Calendar.**

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 No Child Left Behind Act:

- **The school is committed to increase parent involvement in order to improve communication between parents and the school community.**
P.S. 132 M, Juan Pablo Duarte will take the following actions by:
 - a. Making ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, in a language the parents can understand.**
 - b. 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;**
 - c. Training parents to enhance the involvement of other parents;**

d. Arranging school meetings at a variety of times

- Telephone conferences between teachers and parents who are unable to attend the parent teacher conference at school.
- Assess parent needs/interest/concerns
- Convene an annual meeting for Parents to inform them of the Title I Program and their right to be involved.
- Parents will be encouraged to participate in the Title III committee which discusses all information pertaining to the English Language Students (Ells'). The Ells' Academy organizes an end of the year presentation in which parents are invited to attend.
- Parents interested to volunteer in school are encouraged to take the training provided by Learning Leaders which is provided once a year.
- The school Bilingual Guidance Counselor provides additional training to parents who took the Learning Leader training. In this way the school ensures that parents understand the school culture and procedures. Parents are also taken to a school tour in order for them to get to know the school facility very well.
- The Administration, Guidance Counselors and Parent Coordinator organize parents meetings to inform parents of children entering kindergarten or going to middle school. At these meetings parents have the opportunity to ask questions and express any concerns. Parents are also informed of how to apply to specialized schools.
- Our school BEPA counselor, in conjunction with the Parent Coordinator gives a series of parent workshops focused in building career awareness with the students and parents.

P.S. 132

SCHOOL-PARENT COMPACT
2011-2012

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

This School-Parent Compact is in effect during school year **2011-2012**

School's Responsibilities:

I. School Responsibilities

The following describes our school plan in order to fulfill our responsibilities with the parent community and improve communication.

The P.S. 132 (Juan Pablo Duarte) will:

- **Provide high-quality curriculum and instruction in order to provide a supportive and effective learning environment that enables the participating children to meet the State's Standards and Assessments by:**
 - Implementing a curriculum aligned to the Common Core State Learning Standards
 - Providing parents with timely information about all programs.
 - Respecting cultural, racial and ethnic differences
 - Offering high quality instruction in all content areas

- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

- **Conduct parent teacher conferences bi-annually.**

Those conferences will be held: November 15, 2011 and March 13, 2012

Provide parents with frequent reports on their child(ren)'s progress, in the following ways:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Official report cards will be distributed in November, March and June.
- The special education teachers and related services providers will distribute progress reports during the official report card dates.
- Parents will also get a progress report during their child's IEP (Individualized Educational Plan) annual review.
- Parents will be provided access to ARIS and Acuity reports as means of monitoring their child's performance and progress.
- Parents will be provided with access to performance profiles (portfolios) and individual student assessment results for each child and other pertinent education information from the school district.
- Parents will also have access to the school webpage where they will find school information, and links to **Educational Support for Parents**, to ARIS and Acuity Reports. The school URL is as follow, www.PS132m.net.

- **Provide parents with reasonable access to staff:**

- Staff will have access to interpretation services in order to

- effectively communicate with limited English speaking parents
- The Principal and Assistant Principals will be available to meet with parents.
- Parents can request to meet with teachers during preparation periods.
- During the beginning of the school year a Parent Orientation Meeting is scheduled so that parents and teachers can meet discuss the curriculum and classroom goals and objectives.
- The following staff is also available to meet with parents during the school day:

a- Guidance Counselors

b- AIS teachers

c- Related Service Providers

d- IEP Teacher

e- SAVE Room Coordinator

f- School Psychologist and/or Social Worker

g- Parent Coordinator

h- Literacy Coach

i- Math Coach

j- ESL Teachers

- **Provide parents with opportunities to participate in their child's class:**

- Parents are encouraged to get involved in school by volunteering to be a **Class Parent Representative** for their child's class. (These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom.)
- The classroom teacher invites parents to participate in **class publishing celebration** at the end of each unit.
- The school invites parents to attend **Math and Literacy family night**.
- Parents are invited to the Science fair where they have the opportunity see their child's class project/experiment.

Parent's Responsibilities:

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

- making sure my child is on time and prepared everyday for school
- monitoring attendance
- talking with my child about his/her school activities everyday
- scheduling daily homework time
- providing an environment conducive for study at home
- making sure that homework is completed everyday
- monitoring the amount of television my child(ren) watch(es)
- Volunteering in my child's classroom
- Participating in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education by promptly reading all notices from all notices from the school or the school district when received via my child or by mail and responding in a timely manner
- Reading together with my child every day
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Expressing high expectations and offer praise and encouragement for achievement

Student's Responsibilities:

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

- Arrive on time to school (by 8:10am)

- Be a Peace Builder
- Follow the class rules
- Be respectful to all staff members at P.S. 132
- Be respectful to others and myself
- Follow the lunchroom rules
- Complete all of my homework to the best of my ability
- Wear the mandated school uniform every day
- Keep cell phones, games and any other electronic devices at home
- Bring home all notices given by the teacher
- Come to school with all the necessary tools for learning (pens, pencils, books, etc.)
- Participate in class discussions and activities
- Study for tests
- Read nightly and write entries in my Writer's Notebook
- Read at home with our parent or alone for at least 30 minutes every day

Additional School Responsibilities:
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- **The school is committed to increase parent involvement in order to improve communication between parents and the school community. The school will:**
 - To assess parent needs/interest/concerns
 - Convene an annual meeting for Parents to inform them of the Title I Program and their right to be involved.

First meeting will take place on September

 - Actively involve parents in planning, reviewing and improving Title I programs and the parent involvement policy by forming a Title I committee. Parents will be provided with the information of participating students under this program.
 - Parents will be encouraged to participate in the Title III committee, which discusses all information pertaining to the English Language Students (ELL's).
 - Parents interested to volunteer in school are encouraged to take a training provided by Learning Leaders
 - The school Bilingual Guidance Counselor provides additional training for those parents who took the Learning Leader training. In this way

the school ensures that parents understand the school culture and procedures.

- To invite parents to participate in the IST meetings where is determined the students' academic or emotional interventions.
 - The inquiry team meets with the parents of those students who are part of the team in order to discuss how parents can provide support at home.
 - Those parents whose children were chosen as the Student of the Month are invited by our SAPIS Counselor to attend to the Student of the Month Assembly.
- **To support a productive PARENTS' ASSOCIATION (PA)**
 - Our school has an active and vibrant **Parent Association**. All parents are welcome and invited to participate. General PA meetings are held monthly, typically the **3rd Wednesday of the month, at 8:30a.m.** with information provided in Spanish and English. These meetings provide information about what's happening at the school and also provides a forum for parents to meet other parents and to exchange ideas. The Parent Association's annual fundraiser includes the Candy Sale, School Photographs and Caps and Gowns Sale. Money raised by the PA helps fund activities and events throughout the school year.
 - The PA can be contacted via telephone at **(212) 927-7857 ext.561** or the PA mailbox in the Main Office.
 - The PA Executive Board is elected in May and consists of a President, a Vice -President, Secretary, Treasurer and Delegates.
- **To Support the PARENT COORDINATOR**
 - The Parent Coordinator is available to resolve issues at the school level and find the information and services that parents need to help their children. Our parent Coordinator is Mr. Nelson Rojas. You can reach him by dialing the general school number (212) 927-7857 ext. 105 or at (347) 563-5159.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

FEB 15 2012 REVISED

School DBN: 06M132

School Name: Juan Pablo Duarte

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.

Elementary ELA/Mathematics 3-5 All Students with Disabilities Hispanic LEP Economically Disadvantaged: Meeting AYP for our LEP subgroup presents a challenge to our school due to the large percentage of students that fall within this category. 55.2 % of our students are LEP with 98.9% of our student population being second language learners. Within the last two years the following factors have greatly contributed to our school being identified as SINI:

- a) the constant influx of recent arrivals from the Dominican Republic
- b) large number of student turn-over
- c) changes in proficiency matrix, effective AMO and test format for the NYS ELA and mathematics

Our students with disability and LEP are the same students that fall within various subgroups. As a result we failed to move our LEP and SDW from levels 1 and 2 into 3 in 2010 and 2011 causing us to be classified as a SINI year 1 school.

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.
 - a) In order to support improved achievement in literacy, in grades K-5, teacher teams will refine their instructional practice through professional reading, analysis of student work and effective planning through the use of informational texts in order to develop curriculum units of studies that are aligned to the Common Core learning Standards. Mandated units of ESL instruction will be provided to LEP/SWD students using push-in/pull-out models in monolingual and transitional bilingual classrooms with a focus on establishing, planning, and providing instruction with clear language objectives and reciprocal teaching strategies in mind. The impact of this activity will be measured through increased implementation of rigorous tasks in reading and writing by classroom teachers. As observed during formal and informal observations. Since the lack of English language proficiency seems to have the highest impact on our performance, we believe that by targeting reading and writing we will be able to show improvement in mathematics due to the emphasis that has been placed recently on word problems.
 - b) A teacher team is also focusing on looking at student data in order to become better informed about their students as well as use the information for grouping and guide their instruction.

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.

We use the Title I 10% funds to provide professional development to teachers to improve their instructional practices. The professional development activities are provided by outside consultants (AUSSIES, Arts Connection, Community Word Project, NYU).

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

New teachers are matched to a mentor. They meet for 2 periods 2 times a week.

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.

A letter will be sent home in the parent's preferred language following the format provided. The information will also be shared at PA meetings.

**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	District 06	Borough Manhattan	School Number 132
School Name The Juan Pablo Duarte School			

B. Language Allocation Policy Team Composition

Principal Xiomara Nova	Assistant Principal Ana R. Bonifacio
Coach Miriam Feliciano	Coach Elaine Craine
ESL Teacher Belinda Rodriguez	Guidance Counselor Gladys Ortiz
Teacher/Subject Area Awilda Hoke/ 4th grade DL	Parent Angel Guillermo
Teacher/Subject Area Miguel DeJesus/ 4th grade DL	Parent Coordinator Nelson Rojas
Related Service Provider type here	Other Christine Fitzgibbons
Network Leader Marlene Wilks	Other Mengqi Yang

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	5	Number of certified bilingual teachers	26	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	1	Number of teachers of ELLs without ESL/bilingual certification	10
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	798	Total Number of ELLs	429	ELLs as share of total student population (%)	53.76%
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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. 

Question 1

To ensure that our school is aligned with New York State Part 154 mandates for English Language Learners, we take the following steps: Upon registration of newly enrolled students, our pupil accounting secretary will interview the parent or guardian orally to find out what language is predominantly spoken in the home. Then, the parent or guardian will be asked to complete a Home Language Identification Survey (HLIS). If the parent or guardian requires help filling out the survey, an ESL certified teacher (Ms. Rodriguez, Ms. Yang, or Ms. Ffzigibbons) will meet with the parent to assist them in filling out the HLIS. Once the HLIS is collected and it is determined that a language other than English is predominantly spoken in a child's home, an ESL staff member will administer the Language Assessment Battery-Revised (LAB-R). If the student is found not to be proficient in the English LAB-R, the ESL teachers will administer the Spanish LAB-R. An ESL staff member will informally interview the student prior to administering the LAB-R. The students who score below the proficiency on the LAB-R will be identified as an English Language Learner and becomes eligible for state-mandated ESL services. Finally students are placed according to eligibility.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) at our school include:

Prior to the administration of the NYSESLAT, an ESL teacher will ask the pupil accounting secretary to generate a list of students who are eligible for the NYSESLAT according to the ATS Report. The ESL department will then cross reference the eligible list generated from the ATS Report with the test history data gathered by the ESL teachers. Once all students who are eligible for the NYSESLAT are identified, the ESL teachers will report the eligible list to the Assistant Principal who is in charge of testing. The school's testing team works out a time line as well as a testing memo. The NYSESLAT is administered in the following time line:

First the Speaking part of the assessment is administered individually by licensed ESL teachers. The remaining three modalities are administered thereafter.

Day 1: Grade 2, 3 and 4 Listening Test.

Day 2: Grade 2, 3 and 4 Reading Test.

Day 3: Grade 2, 3, and 4 Writing Test .

Day 4: Grade K, 1 and 5 Listening Test.

Day 5: Grade K, 1 and 5 Reading Test.

Day 6: Grade K, 1 and 5 Writing Test.

Day 7: Make up testing for all grades begins

The teachers use the NYSESLAT/LAB-R data on the 4 modalities to guide their daily instruction.

Question #2

To ensure that parents understand all three programs (Transitional Bilingual, Dual Language, Free standing ESL) provided by our school, several steps are followed: Within 10 days of registering a students, parents are invited for an orientation and program selection meeting. During this meeting, our Parent Coordinator, will show the Parent Orientation Video provided by the NYC Department of Education. ESL staff are also available to provide more detailed information about the programs available at our school. After the orientation workshop and the video watching, the parents have an opportunity to ask questions. The Parent Coordinator, the ESL staff members, and administrators are available to provide answers. Parents then fill out the Parent Selection Form which indicates the program they want to choose for their children. Students are placed in the appropriate programs according to parent's choice. If the parent's program choice is not available at our school, the parents will meet with an Assistant Principal who will explain other available choices. If parents still want their first choice (which is not available at our school), parents have the option to transfer the student to another school where their first choice is available. Parents who are undecided about what would be a suitable program for their child are asked to come back to our school and watch the video again accompanied with a pedagogue. The pedagogue will answer any questions/ concerns and assist parents in choosing the most appropriate program for their child.

The following is a timeline of the available dates for program choice meetings:

- September 2011: Program Choice Video is shown and the orientation workshop is provided to the parents on a daily basis.
- October - June 2012: Program Choice Video is shown and the orientation workshop is provided as needed.

Question #3

The Program Selection Forms are collected from the parents directly after the Parent Orientation Video meeting. After a student is identified as an ELL, an ESL teacher determines which ELL entitlement/non entitlement letter is required to be sent home. Entitlement letters are sent home to student's address via local mail. The Assistant Principal in charge of ELLs compliance keeps a copy of the letters that have been sent home.

Question #4

The Parent Coordinator ensures that all parents sign the program choice form in order for students to be placed in the appropriate instructional program. We use parents choice (as much as possible) to place students in the appropriate instructional programs. The Bilingual Pupil Accounting Secretary (Ms. Taveras) sends letters home in the parent's language of preference to advise the parents of the program placement. After the child takes the LAB-R, depending on the hand scored results, the ESL teachers compare the LAB-R results with the parents' choice form. When the student's LAB- R scores are extremely low the ESL teachers will meet with the administration and the parents. The meeting conducted in the parent's native language is to discuss any other suitable instructional program based on the LAB-R scores, to ensure that the child will be able succee academically.

Question #5

The parents of ELLs have the opportunity to select programs for their children. After the parent selects and signs the program selection form, a tracking sheet is kept by the ESL team. After a brief analysis for this school year, parent's choice of program reveals that 102 parents selected DL, 67 parents selected ESL and 34 parents selected Transitional Bilingual as their first choice of program. Over the past three years the trend of program selection shows that about 75% of our Spanish speaking parents select a bilingual Spanish (TB or DL) program and 25% select an ESL program.

Question #6

P.S. 132M offers all three program models. The programs offered at our school are: Free Standing ESL, Dual Language, and Transitional Bilingual. Our ELL population is housed within two academies: The Bilingual Excellence Preparatory Academy (BEPA) and the Literacy Through the Arts Academy (LTA). The Transitional Bilingual and the Dual Language programs are housed in the BEPA Academy and the Free Standing ESL Program is housed in the LTA.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	Page 31	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
		<input 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

This school offers (check all that apply):

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

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%)	1	1	1	1	1	1								6
Dual Language (50%:50%)	2	2	2	2	2	1								11
Freestanding ESL														
Self-Contained														0
Push-In	2	1	1	2	2	2								10
Total	5	4	4	5	5	4	0	0	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	429	Newcomers (ELLs receiving service 0-3 years)	354	Special Education	52
SIFE	19	ELLs receiving service 4-6 years	75	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	140	15	10	5	0	1	0	0	0	145
Dual Language	118	3	2	32	0	3	0	0	0	150
ESL	96	1	22	38	0	14	0	0	0	134
Total	354	19	34	75	0	18	0	0	0	429

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	26	27	32	26	17	18								146
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	26	27	32	26	17	18	0	146						

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP								
Spanish	25	26	31	11	25	26	26	20	35	23	8	20							150	126
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	25	26	31	11	25	26	26	20	35	23	8	20	0	0	0	0	0	0	150	126

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): 276

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino:

Native American: 0

White (Non-Hispanic/Latino): 0

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	26	20	16	30	19	13								124
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	0	2	2	1								7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	27	21	16	32	21	14	0	131						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

Question #1 a.

P.S. 132 utilizes the following organizational teaching models:

Push In- Free Standing ESL Program. Within this model the ESL teachers co-teach with the classroom teachers. ESL is taught through the content areas. The weekly instructional time received by ELL students is as follows: Beginners= 360, Intermediate= 360 minutes and Advanced students receive 180 minutes every week. Our Pull- Out model is a small group instruction for newly arrived students. Our Dual Language Program has two Bilingual/ESL certified teachers per grade. Each teacher delivers instruction in one language (Spanish or English). Students receive 50% of instruction in Spanish and 50% of instruction in English.

Our Transitional Bilingual Program delivers instruction in Spanish and English as follows: Beginner = 60/40, Intermediate =50/50 and Advanced =25/75.

#1b. The school utilizes a heterogeneous model in which teachers ensure that all ELL students receive the total mandated minutes of instruction according to their educational needs. Our goal is to ensure that all English Language Learners achieve academic success.

Question#2

In order to assure that the mandated number of instructional minutes are being provided according to proficiency levels in each program, various measures have been implemented. In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English) All content areas are taught in both languages. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a content based approach, using ESL methodologies. The number of required ESL units taught at each level is determined by the student's proficiency level in English as per the NYSESLAT/ LAB-R assessments. Teachers use a variety of ESL strategies to accommodate the needs of the ELLs (i.e. total physical response, songs, chants, scaffolding, artifacts, graphic organizers, etc.).

In the Free Standing ESL program, Explicit ESL instruction is delivered by fully certified ESL teachers. Students at the Beginner and Intermediate levels are grouped together as much as possible, to assure the maximized time is imparted according to the number of units required for beginner and intermediate students. Advanced level students are also homogeneously grouped in a grade for the same reason.

Explicit NLA instruction is delivered by the Bilingual Certified classroom teacher as per CR Part 154- 60 to 90 minutes per day for beginners, 45 to 60 minutes per day for intermediate and 45 minutes per day for advanced students during the components of the balanced literacy program or mathematics.

Explicit ELA instruction is delivered by the classroom teacher as per CR Part 154. 180 minutes per week of ESL instruction is delivered

A. Programming and Scheduling Information

by the classroom teacher through the content area of science and social studies. Teachers also deliver explicit ELA instruction through various components of the balanced literacy program such as read-alouds, guided reading, shared reading and shared writing. Intermediate and Advance level students receive instruction in ELA by their classroom teacher in all content areas. As students move closer to reaching proficiency level, the amount of English language instruction is increased in the Transitional Bilingual program.

In the Free-Standing ESL program, explicit ELA is delivered by the classroom teacher. All instruction, including all components of balanced literacy, is taught in English. In the TB and DL classes, explicit Native Language Arts (NLA) is taught by the classroom teacher adhering to the time allocation previously mentioned for students at the Beginner, Intermediate and Advanced levels. All components of balanced literacy are taught in Spanish for beginning level students. As students move from level to level, native language arts continues to be taught with an increased amount of English instruction being taught through the content areas of mathematics, social studies and science. As a school, all staff members working with ELLs integrate reading and writing into all content areas and provide multiple opportunities for ELLs to write in their Native language as well as in English. By focusing our efforts on all three programs that service our ELLs, with special emphasis on the Transitional Bilingual program, our English Language Learners will be provided with high quality educational experiences which will lead to increased academic achievement.

Question #3

In order to successfully plan instruction for our ELLs, every teacher and administrator analyzes and interprets the New York State English as a Second Language Achievement Test (NYSESLAT) for every student at the beginning of the school year. This activity allows the teachers to plan programs that best fit ELL needs by allowing them to group students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English as dictated by the State's Language Allocation Policy for transitional bilingual and ESL programs.

Transitional Bilingual

Students in the Transitional Bilingual program are grouped according to proficiency levels on the NYSESLAT. At the beginning of the school year teachers are asked to develop a daily schedule that reflects the required number of minutes for instruction in native language arts, and ESL following the 60/40, 50/50 or 25/75 program models. Administrators are responsible for monitoring adherence to the established schedule.

In Transitional Bilingual programs, the native language is used as a means of further developing literacy skills in the student's native language so that these skills could be later transferred to the English language. The amount of time that the student receives instruction in his native language is determined by his proficiency level in English as identified by the NYSESLAT with students at the Beginners, Intermediate and Advance levels receiving instruction 60%, 50% or 25% of the time in Spanish.

Dual Language

In the Dual Language programs, students receive instruction for 50% of the time in their native language (Spanish) and 50% of the time in English throughout their participation in the program. Instruction in the native language and in English is imparted in literacy as well as all other content areas (mathematics, science social studies, technology and art).

English as a Second Language

In the ESL program all instruction is received in English with additional support in ESL following the pull out model for some students at the Beginner level and push-in model for students at the Intermediate and Advance levels.

ELLs scoring low in the reading and writing strands of the NYSESLAT are provided with additional support during the extended day program.

Question 4

ESL teachers administer the LAB-R for new arrivals. The 3rd - 5th grade students take the ELE exam in their native language annually. Transitional and Dual Language classes are assessed in reading in their native language in order to identify their reading level in their

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 36
75%	
50%	
25%	
0%	

A. Programming and Scheduling Information

Question 5

Part A

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?

Question #8

In ELA all ELL subgroups are targeted as follows in English or Spanish:

Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day

Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes)

Basic Writing and 6+1 Writing Traits to scaffold writing instruction

Differentiated (small group) during the school day and after school Math Partner games and everyday math games.

Push in services for Third, Fourth & Fifth Grade students provided by AIS Teachers, during the school day, using the following resource:

Science/ Social Studies

Information texts from the bookroom for science and social studies guided reading

National Geographic series

I-Openers (Leveled Guided Reading Sets)

Additional supports:

Websites

Graphic organizers

Writing responses on science/social studies related topics

Build vocabulary of Tier II and Tier III words to support comprehension

Inquiry process

Peer activities

Text structure analysis

Information text - comprehension strategies

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Increased use of smartboard technology and ipads

Increased alignment to the Common Core State Standards

Question #9

Our plan for continued support for students reaching the proficiency level on the NYSESLAT in transitional or ESL programs is to have the reading specialists, Ms. Rosman and Mr. Kimmel, provide additional support for these students. These out of classroom teachers work with students in small group settings.

In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English). Teachers follow alternate days which assures that students are being instructed during the required number of minutes in each language as specified in CR Part 154. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a content based approach using ESL methodologies. The number of required ESL units taught at each level is determined by the student's proficiency level in English as per the NYSESLAT assessment. Teachers use a variety of ESL strategies to accommodate the needs of our ELLs, i.e. total physical response, songs and chants, artifacts, graphic organizers, etc. in order to scaffold instruction. Once an ELL student becomes proficient, he/she continues to be eligible for the extended time test accommodation.

A Programming and Scheduling Information**B. Programming and Scheduling Information--Continued**

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Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

Question 1

In the Dual Language program all students in grades K- 5 receive instruction for 50% of the time in English and 50% of the time in Spanish.

Question 2

In our Dual Language program EPs and ELLs students are integrated 100% of the time. All content areas are taught in both languages. We follow the side by side model.

Question 3

Students receive 100% of instruction in English with one teacher on a specific day. The following day, students receive 100% of instruction in Spanish from the co-teacher. The exception to this model is writing instruction which is taught in one language for an entire unit and the other language for the following unit. Each class will publish in the language that the unit was taught. For the following units the classes will continue to publish alternating languages.

Question 4

We use the side by side model.

Question 5

In the model used by the school, students are taught in both languages simultaneously.

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.

Question 1

The school provides professional development offering differentiated sessions for all teachers. These grade meetings are scheduled monthly.

All Teachers of English Language Learners will have access to the PD offered by the Network. Selected teachers will attend and turnkey the information to the rest of the teachers. The network provides monthly on going professional development targeted to specific program. The transitional bilingual teachers work on specific training related to their students needs as well as DL and the ESL push in program.

Our Professional Development Calendar looks as follows:

September 19 & 20 Estrellitas Training

21 Literacy Cohort (Network workshop)

October 4, 6, 7 Establishing a Culture for Learning (all staff)

12, 25 Arts Connection - Language Learning Through the Arts (six teachers)

14 PDN Grant Technology (2 teachers)

18, 20 Curriculum Mapping with the AUSSIE

19 Language Development (Transitional Bilingual and ESL teachers)

27 Community Word Writing through Poetry (2nd grade teachers)

November 4 Fountas and Pinnell Assessment Support (Selected 1st & 2nd grade teachers)

7 iPad Training (Selected Teachers)

8 Curriculum mapping (K-5)

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Fountas & Pinnell Assessment (Selected Teachers),

Non-Violence Crisis Intervention (School Aides and Paras)

12 Curriculum Mapping Citiwide (network CFN 209)

22 Curriculum Mapping (K-2)

30 Arts Connection Reflection

December 1, 2 Citiwide Mapping for the Transitional Bilingual and Dual Language classes (selected teachers and administrator)

1,8,15,22 Therapeautic Crisis Intervention (selected staff members)

5,6,8, Intruactional Expectations (Establishing a Culture for Learning) (All Teachers)

8 Writing Quality IEPs at TC (selected Teachers)

13 Literacy Cohort (Network workshop)

14 Arts Connections Reflection Mtg

16 Leadership cohort (Selected teacher and administrator)

20, 22 Curriculum Mapping (K-2, 3-5)

January 2012

4 Arts Connections Reflection Meeting

9, 10, 12 Instructional Expectations (Engaging Students in Learning) (all staff)

24, 26 Curriculum Mapping (all staff)

25 Literacy Cohort (network workshop), PDN Grant meeting (selected teachers)

27 Leadership Cohort

february 6, 7, 9 Instructional Expectation continued -Engaging Students in Learning- (all staff)

16 Lidership cohort (selected teacher and supervisor)

March 5,6,8 Instructional Expectations Continued- Engaging Students in Learning- (all staff)

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April 2,3,5 Instructional Expectations continued (All staff)

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April 2,3,5 Instructional Expectations continued (All staff)

17,19 Curriculum mapping (all staff)

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?

Question #1

Parents are able to get involved in school by volunteering to be a Class Parent Representative for their child's class. These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom.

Our school has an active and vibrant Parent Association. All parents are welcome and invited to participate. General PA meetings are held monthly, typically the 3rd Wednesday of the month at 8:30a.m., with information provided in Spanish and English. These meetings provide information about what's happening at the school and also provide a forum for parents to meet other parents and to exchange ideas. The Parent Association's annual fundraisers have included the Candy Sale, School Photographs and Caps and Gowns Sale. Money raised by the PA helps fund activities and events throughout the school year.

Question #2

We currently have the following community based organizations that provide workshops to ELL Parents:

Healthy Schools Healthy Families (New York Presbyterian) providing parents with resources regarding healthy choices.

Alianza Dominicana providing after school services (home work help, tutoring, cultural and recreational activities).

Through title III funds the school provides the parents with a series of workshops - connecting the home with the school. These workshops cover topics such as helping your child to succeed academically, behavior management, stress management, etc.

Question #3

We evaluate the needs of parents through the use of the following:

We send home a parents needs assessment survey at the beginning of the school year to gather information regarding the needs of our parents. After every workshop, we ask the parents to provide us with feedback to help us evaluate the content of the workshop and to assess the needs for future parent workshops. We receive monthly feedback from School Leadership Team parent members. We also receive regular feedback from the Class Parent Representatives.

Question #4

In order to address the needs of the parents we provide them with information as follows:

- o Official report cards are distributed in November, March and June in English or Spanish.
- o The special education teachers and related services providers also distribute progress reports during the official report cards dates.
- o Parents are provided with information and access to ARIS and Acuity reports, in English or Spanish, as means of monitoring their child's performance and progress.
- o Parents are provided with performance profiles (portfolios) and individual student assessment results, such as Fountas and Pinnell, Foundations, Estrellitas, EDEL (for Spanish Students) for each child and other pertinent education information from the school district.
- o Parents have access to the school's webpage. They also have access to the school's information. A link for parents was included on the school webpage, named Educational Support for Parents. At this link parents will find sub-links to ARIS, Acuity Reports and a Monthly Parent Newsletter. The school URL is as follow, www.PS132m.net . The school sends a letter informing parents of the school webpage, the parent link and the URL.
- o Educational evaluation meetings with parents of at risk students are scheduled in January and in June.
- o Parents are provided with reasonable access to staff. Pedagogue are available to meet with parents during preparation periods at the request of the parent or teacher.
- o At the beginning of the school a Parent Orientation Meetings are scheduled so that parents and teachers can meet to discuss the curriculum, classroom goals and objectives. These meetings take place in the morning for about an hour.
- o The Principal and Assistant Principals have an open door policy.
- o School out of classroom support staff members are also be available to meet with parents during the school day or after school. The following staff are: School Psychologist and/or Social Worker, Guidance Counselors, AIS teachers, Related Service Providers and IEP Teacher .

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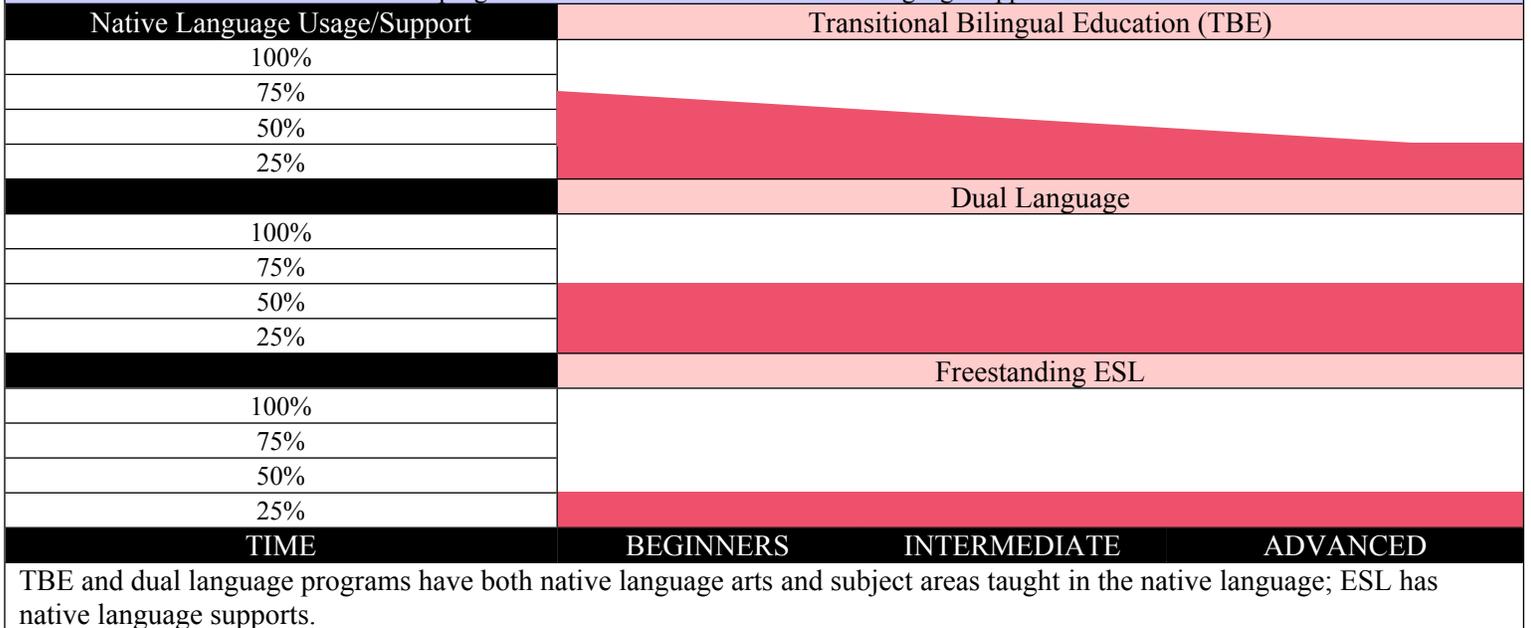
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Graphic organizers

Writing responses on science/social studies related topics

Build vocabulary of Tier II and Tier III words to support comprehension

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?

Question #8

In ELA all ELL subgroups are targeted as follows in English or Spanish:

Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day

Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes)

Basic Writing and 6+1 Writing Traits to scaffold writing instruction

Differentiated (small group) during the school day and after school Math Partner games and everyday math games.

Push in services for Third, Fourth & Fifth Grade students provided by AIS Teachers, during the school day, using the following resource:

Science/ Social Studies

Information texts from the bookroom for science and social studies guided reading

National Geographic series

I-Openers (Leveled Guided Reading Sets)

Additional supports:

Websites

Graphic organizers

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Build vocabulary of Tier II and Tier III words to support comprehension

Inquiry process

Peer activities

Text structure analysis

Information text - comprehension strategies

Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day

Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes)

Increased use of smartboard technology and ipads

Increased alignment to the Common Core State Standards

Question #9

Our plan for continued support for students reaching the proficiency level on the NYSESLAT in transitional or ESL programs is to have the reading specialists, Ms. Rosman and Mr. Kimmel, provide additional support for these students. These out of classroom teachers work with students in small group settings.

In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English). Teachers follow alternate days which assures that students are being instructed during the required number of minutes in each language as specified in CR Part 154. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a content based approach using ESL methodologies. The number of required ESL units taught at each level is determined by the student's proficiency level in English as per the NYSESLAT assessment. Teachers use a variety of ESL strategies to accommodate the needs of our ELLs, i.e. total physical response, songs and chants, artifacts, graphic organizers, etc. in order to scaffold instruction. Once an ELL student becomes proficient, he/she continues to be eligible for the extended time test accommodation.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Question 1

In the Dual Language program all students in grades K- 5 receive instruction for 50% of the time in English and 50% of the time in Spanish.

Question 2

In our Dual Language program EPs and ELLs students are integrated 100% of the time. All content areas are taught in both languages. We follow the side by side model.

Question 3

Students receive 100% of instruction in English with one teacher on a specific day. The following day, students receive 100% of instruction in Spanish from the co-teacher. The exception to this model is writing instruction which is taught in one language for an entire unit and the other language for the following unit. Each class will publish in the language that the unit was taught. For the following units the classes will continue to publish alternating languages.

Question 4

We use the side by side model.

Question 5

In the model used by the school, students are taught in both languages simultaneously.

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.

Question 1

The school provides professional development offering differentiated sessions for all teachers. These grade meetings are scheduled monthly.

All Teachers of English Language Learners will have access to the PD offered by the Network. Selected teachers will attend and turnkey the information to the rest of the teachers. The network provides monthly on going professional development targeted to specific program. The transitional bilingual teachers work on specific training related to their students needs as well as DL and the ESL push in program.

Our Professional Development Calendar looks as follows:

September 19 & 20 Estrellitas Training

21 Literacy Cohort (Network workshop)

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September 19 & 20 Estrellitas Training

21 Literacy Cohort (Network workshop)

October 4, 6, 7 Establishing a Culture for Learning (all staff)

12, 25 Arts Connection - Language Learning Throught the Arts (six teachers)

14 PDN Grant Techonlogy (2 teachers)

18, 20 Curriculum Mapping with the AUSSIE

19 Language Development (Transitional Bilingual and ESL teachers)

27 Community Word Writing through Poetry (2nd grade teachers)

November 4 Fountas and Pinnell Assessment Support (Selected 1st & 2nd grade teachers)

7 ipad Training (Selected Teachers)

8 Curriculum mapping (K-5),

Fountas & Pinnell Assessment (Selected Teachers),

Non-Violence Crisis Intervention (School Aides and Paras)

12 Curriculum Mapping Citiwide (network CFN 209)

22 Curriculum Mapping (K-2)

30 Arts Connection Reflection

December 1, 2 Citiwide Mapping for the Transitional Bilingual and Dual Language classes (selected teachers and administrator)

1,8,15,22 Therapeautic Crisis Intervention (selected staff members)

5,6,8, Intruactional Expectations (Establishing a Culture for Learning) (All Teachers)

8 Writing Quality IEPs at TC (selected Teachers)

13 Literacy Cohort (Network workshop)

14 Arts Connections Reflection Mtg

16 Leadership cohort (Selected teacher and administrator)

20, 22 Curriculum Mapping (K-2, 3-5)

January 2012

4 Arts Connections Reflection Meeting

9, 10, 12 Instructional Expectations (Engaging Students in Learning) (all staff)

24, 26 Curriculum Mapping (all staff)

25 Literacy Cohort (network workshop), PDN Grant meeting (selected teachers)

27 Leadership Cohort

february 6, 7, 9 Instructional Expectation continued -Engaging Students in Learning- (all staff)

16 Lidership cohort (selected teacher and supervisor)

March 5,6,8 Instructional Expectations Continued- Engaging Students in Learning- (all staff)

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April 2,3,5 Instructional Expectations continued (All staff)

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April 2,3,5 Instructional Expectations continued (All staff)

17,19 Curriculum mapping (all staff)

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?

Question #1

Parents are able to get involved in school by volunteering to be a Class Parent Representative for their child's class. These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom.

Our school has an active and vibrant Parent Association. All parents are welcome and invited to participate. General PA meetings are held monthly, typically the 3rd Wednesday of the month at 8:30a.m., with information provided in Spanish and English. These meetings provide information about what's happening at the school and also provide a forum for parents to meet other parents and to exchange ideas. The Parent Association's annual fundraisers have included the Candy Sale, School Photographs and Caps and Gowns Sale. Money raised by the PA helps fund activities and events throughout the school year.

Question #2

We currently have the following community based organizations that provide workshops to ELL Parents:

Healthy Schools Healthy Families (New York Presbyterian) providing parents with resources regarding healthy choices.

Alianza Dominicana providing after school services (home work help, tutoring, cultural and recreational activities).

Through title III funds the school provides the parents with a series of workshops - connecting the home with the school. These workshops cover topics such as helping your child to succeed academically, behavior management, stress management, etc.

Question #3

We evaluate the needs of parents through the use of the following:

We send home a parents needs assessment survey at the beginning of the school year to gather information regarding the needs of our parents. After every workshop, we ask the parents to provide us with feedback to help us evaluate the content of the workshop and to assess the needs for future parent workshops. We receive monthly feedback from School Leadership Team parent members. We also receive regular feedback from the Class Parent Representatives.

Question #4

In order to address the needs of the parents we provide them with information as follows:

- o Official report cards are distributed in November, March and June in English or Spanish.
- o The special education teachers and related services providers also distribute progress reports during the official report cards dates.
- o Parents are provided with information and access to ARIS and Acuity reports, in English or Spanish, as means of monitoring their child's performance and progress.
- o Parents are provided with performance profiles (portfolios) and individual student assessment results, such as Fountas and Pinnell, Foundations, Estrellitas, EDEL (for Spanish Students) for each child and other pertinent education information from the school district.
- o Parents have access to the school's webpage. They also have access to the school's information. A link for parents was included on the school webpage, named Educational Support for Parents. At this link parents will find sub-links to ARIS, Acuity Reports and a Monthly Parent Newsletter. The school URL is as follow, www.PS132m.net . The school sends a letter informing parents of the school webpage, the parent link and the URL.
- o Educational evaluation meetings with parents of at risk students are scheduled in January and in June.
- o Parents are provided with reasonable access to staff. Pedagogue are available to meet with parents during preparation periods at the request of the parent or teacher.
- o At the beginning of the school a Parent Orientation Meetings are scheduled so that parents and teachers can meet to discuss the curriculum, classroom goals and objectives. These meetings take place in the morning for about an hour.
- o The Principal and Assistant Principals have an open door policy.
- o School out of classroom support staff members are also be available to meet with parents during the school day or after school. The following staff are: School Psychologist and/or Social Worker, Guidance Counselors, AIS teachers, Related Service Providers and IEP Teacher .

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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)	25	34	26	27	24	11								147
Intermediate(I)	10	32	23	40	18	10								133
Advanced (A)	43	15	24	17	31	19								149
Total	78	81	73	84	73	40	0	0	0	0	0	0	0	429

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	6	16	6	7	4							
	I	0	9	9	8	7	3							
	A	0	26	26	31	17	5							
	P	0	14	14	31	34	22							
READING/ WRITING	B	0	15	15	23	13	7							
	I	0	21	21	37	20	7							
	A	0	23	23	15	32	20							
	P	0	6	6	1	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	31	19	2	0	52
5	12	17	3	0	32
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	1	0	0	0	0	0	0	0	1
4	4	13	17	20	5	6	0	0	65

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	4	10	11	5	2	0	0	34
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	1	3	5	12	8	3	1	0	33
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	38	21	0	0	15	26	0
Chinese Reading Test								

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

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

Question #1

Our school is currently using Fountas and Pinnell, Foundations, Estrellitas and EDEL to assess the early literacy skills.

The data from these assessments provide our teachers with fundamental information to drive instruction such areas of concern, phonemic awareness, reading level, reading comprehension, fluency rate, accuracy rate and writing skills. Teachers use this data to create small groups for differentiated instruction. At weekly grade level meetings teachers have the opportunity to share the data and create curriculum maps where they integrate the content with the literacy units. After reviewing the data we have noticed that our ELLs are doing very well with decoding skills, reading accuracy, reading fluency but reading comprehension continues to be our area of concern as well as writing.

Question #2

In the areas of Listening and Speaking, students in the lower grades are not reaching proficiency levels at an equal rate as the upper grades. In contrast, in the areas of Reading and Writing, students in the upper grades are not reaching proficiency levels at an equal rate as the lower level.

Question #3

Patterns across NYSESLAT modalities affect instructional decisions by providing teachers with areas of focus for the ELL students. As a result our school is focusing on vocabulary development through guided reading and writing.

Question #4a

Reading and writing skills appear to be more developed in grades 1 and 2 than listening and speaking at the beginning and intermediate levels. at the advanced and proficient level, in grades 1 and 2, listening and speaking are more advanced than the reading and writing.

When we analyzed the Math and Science test data, we found that 20 students in 4th grade scored at level 2, 6 students scored at the level 3 and no student scored at the level 4. In 5th grade out of 34 students tested 11 scored at a level 2 and 2 scored at a level 3.

We can see a concentration of students on level 2 in grades 4 and 5 in both English and Native Language slightly high number in native language. In the science test we can see that the students scored higher in native language than in English in level 2 while there is a reverse concentration in level 3.

Question #4b our school opted not to administer the ELL periodic assessment.

Question #4c. N/A

Question #5

English proficient students are assessed in the second language (Spanish) with the NYS E.L.E exam EDEL. Fountas and Pinnell Estrellitas

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: <u>The Juan Pablo Duarte School</u>		School DBN: <u>06M132</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Xiomara Nova	Principal		11/4/11
Ana R. Bonifacio	Assistant Principal		11/4/11
Nelson Rojas	Parent Coordinator		11/4/11
Belinda Rodriguez	ESL Teacher		11/4/11
Angel Guillermo	Parent		11/4/11
Awilda Hoke/ 4 th grade	Teacher/Subject Area		11/4/11
Miguel De Jesus/ 4 th grade	Teacher/Subject Area		11/4/11
Miriam Feliciano	Coach		11/4/11
Elaine Craine	Coach		11/4/11
Gladys Ortiz	Guidance Counselor		11/4/11
Marlene Wilks	Network Leader		11/4/11
Mengqi Yang	Other <u>ESL</u>		11/4/11
Christine Fitzgibbons	Other <u>ESL</u>		11/4/11
Laura Sitkiewicz	Other <u>Parent</u>		11/4/11
Marta Rivera	Other <u>Parent</u>		11/4/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M132 **School Name:** P.S. 132 M Juan Pablo Duarte

Cluster: _____ **Network:** CFN 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.

We used the ATS report (RDGS) and the LAP data report in order to assess the language needs of our parent population.

Our goal is to communicate, whenever feasible, with non-English speaking parents in their home language in order to support:

- parent-school accountability
- parent access to information about their child(ren)'s educational options
- parents' capacity to improve their child(ren)'s achievement

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.

Based on our analysis of 793 ATS student data, we identified 767 parents as Hispanic, 2 parents as Native Americans, 8 parents as Black, 13 parents as White and 3 parents as Asian. We also identified the Language resources presently available in our school which are: 31 teachers that speak Spanish, one teacher that speaks Mandarin and one teacher that speaks Russian. Findings were shared with all the current established committees (LAP, CEP, SLT, Title I, Title III, etc.), this information is shared with the P.S. 132 community via the active members of these committees.

Part B: Strategies and Activities

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

The school provides the following services in order to meet the identified needs indicated above:
All curricular and written communications with parents is sent home in English and/or Spanish. For speakers of other languages, translations are available as needed. Written communication includes different forms, letters, notices, and consent forms for parents, parent-teacher communication letter, Instructional plan, parent workshop calendar, students academic goals for math and literacy, science and social studies home connection letters, Parent Handbook, Parent Involvement Policy, School-Parent Compact, pamphlets/brochures, etc. Various staff members are available to provide translation and interpretation in order to increase written and oral communication. Academic materials shared with parents are translated in Spanish. In house staff is utilized for translation of these materials. In addition, an outside DOE vendor is used to translate in an event that we have a parent who speaks other language than English, Spanish, Mandarin or Russian.

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.

The oral interpretation will be provided as follows:
In house staff members are always available to provide translation/ simultaneous translation at general meetings (formal face-to-face interactions) for those non-English speaking parents. General meetings are considered as follow: early registration, ongoing registration, end of the year regular registration, monthly parent meetings, parent association monthly meetings, fundraising meetings for 5th grade graduation and end of the year 5th Grade Graduation meetings, LAP committee meetings, Title I committee meetings, Title III committee meetings, Least Restrictive Environment Commiittee meetings, English Language Learners committee meetings, School Leadership Team committee meetings, Etc. We also have informal face-to-face interactions with parents throughout the year where inhouse translators are available.

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 Chancellor's Regulations A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We provide translation support to the parents in the following areas:

Meetings/Documents:

- During Parent- Teacher meetings
- During Parent-Teacher Conferences held during the fall 2011 and during the spring of 2012.
- Translation of parents meetings
- Monthly evening parents meetings
- 5th grade evening graduation meeting,
- Ells Academy evening Celebration
- 5th grade evening Award Ceremony
- Early registration and ongoing registration, end of the year regular registration,
- Parent association monthly meetings
- Fundraising meetings for 5th grade graduation
- LAP committee meetings
- Title I committee meetings
- Title III committee meetings
- Translation and interpretation committee meetings
- Least Restrictive Environment committee meetings
- English Language Learners committee meetings
- School Leadership committee meetings,
- We also have informal face-to-face interactions with parents throughout the school year

The following are the cost factors that are used when budgeting in Galaxy. These are subject to modifications during the school year. The Budget and mentioned staff supports and fulfills our translation and interpretation services.

Allocation:

Budget Category/LINE NO.	Budget Amount	Brief Explanation of Expenditures
SUPPLIES – GENERAL/0100	\$700	Interpretation and Translation Resources: color paper, ink, toner, pencils, chart paper, chart tablets, chart markers, thin markers for parents meetings.
GUIDANCE COUNSELOR/- PER SESSION / FAMILY WORKER	\$1,511	Translation of parents meetings, Monthly evening parents meetings, 5th grade evening graduation meeting, Ells Academy evening

Celebration, 5th grade evening
Award Ceremony, Etc.....

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 Juan Pablo Duarte	DBN: 06m132
Cluster Leader: 209	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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 11
of certified ESL/Bilingual teachers: <u>11</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Purpose of our Title III program is to provide supplemental direct instruction for our Newcomers, SIFE students, all ELLs across proficiency levels in grades 3-5 and parents. In alignment with the State's Title III funding for Limited English Proficient students, we will implement an after school ELLs Academy. A total of 120 students will be invited to participate in the program: 48 students from 3rd grade; 48 students from 4th grade and 24 students from 5th grade.

The duration of the program will be from December 13, 2011 to April 17, 2012 for a total of 31 sessions. There will be a staff of 10 bilingual or ESL certified teachers (preferred), 1 guidance counselor, 1 supervisor and 1 secretary. The supervisor will monitor the overall functioning of the program. The guidance counselor will have workshops connecting the home with the school. These workshops will be on Thursdays. One school aide will be responsible for arranging and distributing the snacks, collection and logging on the attendance of the students in the program and one school aide will be taking care of the children while the parents attend the workshops. The secretary will maintain records of the program and follow the payroll process.

The goal of the ELLs Academy program is to accelerate reading, writing, listening and speaking skills in English of ELL students in grades 3-5 (including SIFE and self contained special education students), who demonstrate academic weaknesses according to the results of the NYSESLAT assessment. This year we will continue to place a heavy emphasis on science and social studies vocabulary language development of our ELLs and how can we scaffold and support the transfer into reading and writing for those content areas specially.

The ELLs committee desegregated available data and arranged the classes according to the English language proficiency in order to maximize differentiated instructional time. The students were grouped together according to the NYSESLAT results (A's, I's and B's separated by grade level). The afternoon, 2 hours of instructional time for the students, will be divided into two parts; a writing or reading component and Readers's Theater for the fluency as well as the cultural experience.

The academic piece will address the language needs of the students. We will continue using the curriculum program implemented during the summer as well as the programs used last year in the ELLs Academy. We will use the program Text Talk with lower proficient students and new arrivals. This program develops and reinforces vocabulary development and academic language skills through student-centered, content –based lessons. Each kit contains picture cards, vocabulary cards, a language prompts, CDs, a classroom library and lesson based on social studies and science themes.

Part B: Direct Instruction Supplemental Program Information

The other program that we will continue to use is Spotlight on English, an Elementary English Language Development program which focuses on developing language for literacy and content. The program teaches Academic English through content –driven lessons, while addressing the proficiency needs of every student. Each lesson can be adapted according to the language proficiency of each group, to facilitate differentiated instruction for the teacher. The intergration of literacy and content is consistent with the notion that language is learned through meaningful context. Concurrent teaching and learning of both subject matter and language is a way to acceletrate the lingusitic and academic development of ELLs. We will invite 10 former English Language Learners in need of extra language support.

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:

In order to support teachers with the instruction and thus enhancing student learning, At least 5 of the ELLs Academy teachers will participate in a well-planned ongoing professional development provided by the Metropolitan Center for Urban Education. All professional development will be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classrooms. The professional development will take place 2 times a month from January 2011 to May 2012 for a total of 10 days.

The topics that will be covered will focus on teacher effectiveness, strategies and techniques for student academic improvement. The Staff developer will be observing teachers and providing direct instruction to teachers utilizing the Danielson Framewok to reflect on instructional practice and engagement of student in learning. All professional development sessions will address the unpacking of academic language, literacy scaffolds and the building of content concept understanding. The goal is to show how reading is harder for English Langaue Learners. This focused professional development will enable Title III teachers to embed language, weave literacy practices and build content instruction to reach each individual ELL. In addition, teachers will be hosting professional development sessions where they have the oppportunity to turn key the information they have aquired to the classroom teachers.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

During the Summer we had an Enrichment Family Engagement Program where the Bilingual Guidance Counselor, Ms. Gladys Ortiz, and the school Parent Coordinator, Mr. Nelson Rojas provided parents with a series of weekly workshops. As a way to continue with the work started during the summer, we will provide the same type of workshops to a greater amount of parents this school year.

In order for us to recruit parents, a flyer announcing the Enrichment Family Engagement Program will be sent home before for parents to sign up for the workshops. Once we have all the responses from parents, Ms. Gladys Ortiz and Mr. Rojas will invite parents to a meeting for an orientation to discuss the expectations of the Program and the required commitment from the parents. .

A total of 15 workshops will be presented to parents on the following topics.

- * Vision, Obstacles and Direction
- * The Marshmallow challenge Leadership Concept
- * How to help your child to succeed academically
- * Creative Discipline
- * How to help your child with homework
- * how to be an efficient school volunteer
- * Character Education 9 workshop series

Parental Engagement Outcomes:

The parents of P.S. 132 are very eager to learn. We have a great number of parents that would like to help in our school but they don't know how to go about it. Parents will be able to gain more knowledge on how to be an effective parent leader by assisting and being an integral part of the current P.S. 132 Community. Parents will be able to learn and get involved in their child's education. The workshop on parent/teacher relations will make for a more comfortable environment and for parents to look at the teacher as a partner. It is extremely important for parents to know how to ask appropriate questions on how they can help their children at home to become better students. In this workshop parents will be able to learn how important the communication skills are in order to work as a team. They will be able to learn about having a positive attitude when visiting their child's teacher and what kind of questions to ask the teachers as well as strategies to help their children at home.

Being a partner in the child's education requires commitment. Having committed parents is our goal a

Part D: Parental Engagement Activities

P.S. 132, therefore we believe these workshops will help our parents make their child’s education a priority.

Anticipated Measurable Outcomes:

The Family Engagement workshops will support and enhance the current parental involvement at P.S. 132 by motivating more parents to participate as school partners in the education of their children. As a culminating activity from the Family Engagement Program we will have a celebration with Participation Certificates for every parent who attends the workshops.

During the final celebration of the Family Engagement Program parents will be asked to present their own Personal School Plan which will help improve our school parental involvement, as well as promoting a more successful school. The plan of action is based on the information they received at the workshops. A commitment letter will be signed encouraging parents to be fully committed and responsible to help with their child’s education. Parents will be notified through invitations and flyers.

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)		

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.
Travel		
Other		
TOTAL	\$56,208	