



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : AMISTAD DUAL LANGUAGE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M311

PRINCIPAL: MIRIAM PEDRAJA **EMAIL:** MPEDRAJ@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
Miriam Pedraja	*Principal or Designee	
Kyria Green	*UFT Chapter Leader or Designee	
Jackie Jones	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Amy Withers	Member/ Teacher	
Anabel Capellan	Member/ Teacher	
Laura Bosley	Member/ Parent	
Jeanine Dooley	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012 we will move 4% of our level 2 students in grades 3-8 into level 3 in ELA.

Comprehensive needs assessment

- Based on the review of the results of the NYS ELA exams, our priority is to focus on improving our level 2 students' performance on the 2012 ELA exam.

School wide ELA data for the 20120-2011 school year indicates that we tested 260 students in grades 3-8. The majority of the students (45.77%) scored on performance level 3. This is followed by level 2 (44.23%), level 1 (6.57%) and level 3 (3.46%). One 4th grade student (currently in 5th grade) was not tested as indicated on his IEP. Disaggregated data to remove the 8th grade scores (graduates) maintains the cluster spread with the majority on level 3 (47.53%) followed by level 2 (41.26%), level 1 (7.18%) and level 4 (4.03%). The majority of level 1 students are in self contained special education classes. Of the 16 students that scored level 1, 10 students are in special education classes. Of the remaining students, 2 students are currently in 5th (scored level 1 in 4th), 2 students are currently in 6th (scored level 1 in 5th), 1 student is currently in 7th (scored level 1 in 6th) and 1 student is currently in 4th (scored level 1 in 3rd).

All ELA data reflects scores on a new exam. Additional questions were added to the exam and the seesaw effect of reading one year (odd # grades) and writing the next year (even # grades) had been rectified. Because the tests are so different it is statistically unsound to compare 2010 and 1022 performance levels. The level 2 data indicates that we have a fair amount of high level 2 students within 10 points of level 3 (42 students). The parameters for the performance levels are also subject to change making it more difficult to achieve level 3 but it appears as though this target (high level 2 students) is viable to move a percentage into level 3. In contrast we have a small amount of level 2 students (12 students) that scored within 10 points of level 1 and are hence in danger of regression. These students are recommended for extended day small groups and in some cases for Title III after school program. Disaggregated data for level 3 students indicates that a large number of students (53 students) are within 10 points of regression into level 2. The low level 3 students are spread across the grade levels. Seventeen low level 3 students are in the current 7th grade and should be targeted for small group circular 6 periods. They may also benefit from additional test prep as we come nearer to the ELA exam.

Level 4 data indicates that we have a perfect score tested in 6th grade and currently in 7th. We have 5 low level 4 students, 2 mid level and 1 high level. The overall data points to high level 2 students and to low level 3 students. The high level 2 students need to make slightly more than 1 years gain in order to achieve a level 3 and would hence be a viable target group for goal setting.

Instructional strategies/activities

- a) Data Specialist and Principal will identify level 2 students using the data from ATS/ARIS.
- b) Data Specialist will provide teachers with disaggregated data from ATS to assist them with the identification of high level 2 students.
- c) All classroom teachers will implement a literacy CCLS performance task in all grades.
- d) Teachers in grades 7&8 will create small groups of level 2 students to work with during 2 of their circular 6 periods.
- e) Teachers will provide support to level 2 students during extended day for 75 minutes twice a week.
- f) New teachers will be scheduled for interclass visitations to observe good practice in literacy.

- g) Reading specialist will meet once a week for 45 minutes with teachers in grades 7 & 8 to conduct case studies of level 2 students.
- h) Case studies for students K-6 will be held weekly in afterschool for 1 hour.
- i) Out of classroom teachers will be assigned to work with mid-level 2 students in grades 4-8 during extended day for 75 minutes, twice a week.
- j) All classroom teachers will meet with each child individually and review the results of their ELA state exams, baseline assessments and periodic assessments in reading and writing in November and February.
- k) All teachers will use the Confer it Application loaded onto their iPads to track student progress and assist them with flexible grouping.
- l) Principal, Assistant Principal and Reading Specialist will use the Danielson's rubric (domain 3 - Component 3b) as a guide to monitor how teachers are asking questions and promoting discussion during literacy.
- m) Student's performance will be monitored via the Student Growth Monitor (web based data monitoring program) and Skedula (web based grade book) as measured with a standard based rubric.
- n) Teachers in grades 3-8 will enter student performance on Skedula and communicate with parents via same (web based grade book) to keep them informed of their child's progress.

Strategies to increase parental involvement

- a) As per the attached Parent Involvement Plan pages 12-15

Strategies for attracting Highly Qualified Teachers (HQT)

- a) New teachers will be paired with an experienced teacher on their grade to serve as mentors for planning and models for instructional practice
- b) HEI, New Visions Teacher Placement and DOE's Teacher Find system are used to identify teachers who are HQ for vacancies.
- c) Teachers are provided many opportunities for growth via mentors, teachers leader and Reading Specialist. They are also encouraged to take on leadership positions in the school
- d) Teachers are afforded differentiated professional development as requested at the goal setting meetings with principal and are informed of workshops offered by ASCD, HEI or DOE.

Service and program coordination

- a) Advantage After School Program- Provide homework help
- b) CUNY in the Heights- Provide homework help

Budget and resources alignment

- Title I SWP- Data and Reading Specialist salary; consumable supplies; test prep materials for extended day students.
- Fair Student Funding- to purchase Confer it application and Student Growth Monitor program.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012 we will move 4% of our level 2 students in grades 3-8 into level 3 on Math State exam.

Comprehensive needs assessment

- Based on the review of the results of the NYS Math exams, our priority is to focus on improving our level 2 students' performance on the 2012 Math exam.

The 2010-2011 math test data indicates that we tested 260 students. One student in testing grades was not tested as indicated on his IEP. The majority of the students scored on performance level 3 (51.15%) followed by level 2 (26.15%), level 4 (19.62%) and level 1 (3.08%). Math data disaggregated to eliminate the 8th grade (graduates) maintaining the cluster spread with 50.67% on level 3, 25.11% on level 2, 21.53% on level 4 and 2.69% on level 1. The majority of the level 1 students are in self contained special education classes (4 students). The other 2 students are currently in 4th grade (tested in 3rd). Level 2 data was disaggregated and indicates that we have 6 low level 2 students in danger of regression. Two of these students are in the current 4th grade, one is in the 5th grade and three are in 8th grade. These students have been identified and targeted for extended day and circular 6 small group work.

We have a group of 33 students on a high level 2. These students are within 10 points of level 3. Seven of these students are in 8th grade, seven students in 7th grade, six students in 6th grade, one student in 5th, ten students in the 4th grade, and two additional 4th grade students in a self contained special education class. These students will need to make slightly more than one years progress to attain level 3. Level 4 data indicates a group of 31 low level 4 students. Eight of these students are in the current 6th grade, seven students are in the 7th grade, ten students are in the 8th grade, three students are in the 4th grade and three in the 5th grade.

Preventing regression of level 4 students is a viable goal. The students in grades 7&8 are identified for the mixed math groups to receive instruction for the Algebra regents. We have 13 level 4 students in 6th grade, 8 of which are low on level 4 parameters. These students have been identified and will benefit from small group work (circular 6) differentiated instruction and additional test prep when the exam gets closer. Level 3 data points to a group of high level 3 students on the verge of entering level 4. The parameters for level 4 have changed over the years making it more difficult to achieve and are likely to change again. Still, we have 34 students in this category. With differentiated instruction, some of these students are likely to enter performance level 4. We have 53 low level 3 students in a position of possible regression.

Instructional strategies/activities

- a) Data Specialist and Principal will identify level 2 students using data from ATS/ARIS.
- b) Data Specialist will provide teachers with disaggregated data from ATS to assist them with the identification of high level 2 students.
- c) Teachers in grades 7&8 will create small groups of level 2 students to work with during 2 of their circular 6 periods.
- d) Teachers will provide support to level 2 students during extended day for 75 minutes, twice a week.
- e) All classroom teachers will meet with each child individually and review the results of their Math state exam, baseline assessment and periodic assessments in Math in November and February.
- f) All classroom teachers will implement a math CCLS performance task in all grades.
- g) Teachers in grades 3-8 will develop authentic assessments in Math which will be administered 5 times throughout the year, under the guidance of a Math consultant from Teaching Matters, which will show progress over time.
- h) Student's progress will be monitored via the periodic assessments which are scanned at the school level on our scantron three times a year; unit

quizzes and portfolio pieces as measured with a standard based rubric.

- i) Teachers in grades 3-8 will enter student performance on Skedula and will communicate with parents via same (web based grade book) to keep them informed of their child's progress.

Strategies to increase parental involvement

- a) As per the Parent Involvement Plan pages 12-15

Strategies for attracting Highly Qualified Teachers (HQT)

- a) New teachers will be paired with an experienced teacher on their grade to serve as mentors for planning and models for instructional practice
- b) HEI, New Visions Teacher Placement and DOE's Teacher Find system are used to identify teachers who are HQ for vacancies.
- c) Teachers are provided many opportunities for growth via mentors, teacher's leader and reading specialist. They are also encouraged to take on leadership positions in the school
- d) Teachers are afforded differentiated professional development as requested at the goal setting meetings with principal and are informed of workshops offered by ASCD, HEI or DOE.

Service and program coordination

- a) Advantage After School Program- Provide homework help
- b) CUNY in the Heights- Provide homework help

Budget and resources alignment

- Title I SWP- Consultant from Teaching Matters, Data Specialist salary.
- Fair Student Funding-per session for the development of Math CCLS; Consumable materials.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012 we will move 4% of the 2nd to 4th grade students who scored on the intermediate level on the Reading and Writing portion of the NYSESLAT exam in 2011, to the advanced level.

Comprehensive needs assessment

- As per the disaggregated NYSESLAT data, we have targeted the Reading and Writing strands of the NYSESLAT exam, as a priority area for improving student performance.

NYSESLAT data indicates that we tested 92 students. Of these students 15 students tested out as proficient. The breakdown for the remainder of the students indicates that the majority of the students scored on the intermediate level (44.16%), secondary to the intermediate level is the advanced level (41.56%) followed by the beginning level (14.28%). The grade level breakdown for beginning, intermediate and advanced is as follows:

1 st grade:	2 nd grade:	3 rd grade:	4 th grade:	5 th grade:	6 th grade:	7 th grade:	8 th grade:
B=6	B=0	B=3	B=0	B=0	B=2	B=0	B=0
I=7	I=10	I=8	I=4	I=2	I=1	I=2	I=0
A=1	A=7	A=5	A=2	A=4	A=3	A=9	A=1

The beginning scores tend to cluster in the early childhood grades. The intermediate scores cluster around 1st through 4th grades. The advanced scores cluster around 5th, 6th & 7th, peaking in 7th grade. Aggregate data from NYSTART point to listening and speaking as a strength with 71% school wide scoring at the proficient level. The aggregate performance for school wide reading & writing point to 17% of the students scoring at proficient. The large cluster of intermediate students (44.16%) in 2nd throughout 5th grade has been targeted for our afterschool Title III program and would additionally be a viable group for goal setting.

Instructional strategies/activities

- a) Principal and Data Specialist will review the data generated by the NYSESLAT exam and identify the students who are on the intermediate level and can be moved to the advanced level.
- b) Data Specialist will identify the strand from the NYSESLAT exam which requires reinforcement.
- c) Students will be provided small group, ESL instruction once a week for 1 hour, with a focus on language development of no more than 15 students.
- d) Consultant will provide professional development to all teachers to enhance their use of Smart boards as an engaging and interactive tool for ELL students in all subject areas.
- e) Reading Specialist, certified ESL teacher, will provide Reading and Writing strategies to teachers with ELL students in the Extended Day.

Strategies to increase parental involvement

- As per pages 12-15 of the attached Parent Involvement Plan

Strategies for attracting Highly Qualified Teachers (HQT)

- a) New teachers will be paired with an experienced teacher on their grade to serve as mentors for planning and models for instructional practice
- b) HEI, New Visions Teacher Placement and DOE's Teacher Find system are used to identify teachers who are HQ for vacancies.
- c) Teachers are provided many opportunities for growth via mentors, teacher's leader and reading specialist. They are also encouraged to take on leadership positions in the school
- d) Teachers are afforded differentiated professional development as requested at the goal setting meetings with principal and are informed of workshops offered by ASCD, HEI or DOE.

Service and program coordination

After School Title III Program

Budget and resources alignment

- Title I SWP- salary for Data and Reading Specialist.
- Title III- per session for staff involved in the afterschool program; instructional materiel's.
- CFY Grant- technology consultant on the use of Smart Boards and web based programs.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June of 2012 60% of our level 4 students in our current 6th grade, will maintain a level 4 on the State Math exam.

Comprehensive needs assessment

- Based on disaggregated ATS data we have identified low level 4 students in Math as a priority for improving student performance.

We examined the 6th grade math scores as the data pointed to a cluster at level 4. We have 13 students on level 4 in 6th grade, of these 13 students 8 students are low level 4 scores within 10 points of possible regression. The other 5 students are mid level 4 students. Preventing the regression of the 6th grade level 4 students is a viable goal as the 6th grades math teacher has been trained in Math in the City, Common Core Learning standards and differentiated instruction. Holding on to level 4 status in 6th grade will help us advance the students into elevated level 4 position in 7th & 8th grade.

Instructional strategies/activities

- a) Data Specialist and Principal will identify low level 4 students who may have possible regression on the Math State exam.
- b) 6th grade Math teacher will be assigned to work with low level 4 students during circular 6 periods.
- c) Teacher will develop and implement math performance task in the 6th grade classes to address the CCLS.
- d) 6th grade Math teacher will attend professional development workshops on the CCLS on Math offered by New Visions
- e) 6th grade Math teacher will take PD workshops on constructivist mathematics at Teacher's College to gain strategies which will enhance and deepen student's understanding of mathematical concepts.

Strategies to increase parental involvement

- As per pages 12-15 of the attached Parent Involvement Plan

Strategies for attracting Highly Qualified Teachers (HQT)

- a) New teachers will be paired with an experienced teacher on their grade to serve as mentors for planning and models for instructional practice
- b) HEI, New Visions Teacher Placement and DOE's Teacher Find system are used to identify teachers who are HQ for vacancies.
- c) Teachers are provided many opportunities for growth via mentors, teacher's leader and reading specialist. They are also encouraged to take on leadership positions in the school
- d) Teachers are afforded differentiated professional development as requested at the goal setting meetings with principal and are informed of workshops offered by ASCD, HEI or DOE.

Service and program coordination

- a) Advantage After School Program- Provide homework help
- b) CUNY in the Heights- Provide homework help

Budget and resources alignment

- Title I SWP- Data Specialist salary.
- Fair Student Funding- per diem coverage for teacher attending professional development workshops; per session for development of performance math tasks.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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				4
1			N/A	N/A				11
2			N/A	N/A	1			12
3			N/A	N/A				12
4					2			13
5								9
6					1			15
7	1	5	4	4	1			4
8	4	4	4	4	1			9
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Academic intervention is provided by the literacy intervention team in small group and one-to-one tutoring during the school day. The team uses a strategy based approach and leveled texts in reading. In writing the team uses interactive writing, planning and revision techniques.</p> <p>Academic intervention services are also provided in small groups by classroom teachers during extended day each week.</p> <p>Academic intervention services are also provided in small groups for grades 6, 7 & 8 for one period each week, during the school day, as per circular 6 assignments.</p>
Mathematics	<p>Academic intervention is provided in a small group by a K-5 classroom teacher after school one day per week. In grades 6-8, classroom teachers provide academic intervention to small groups after school 2 days a week. In grades 6, 7 & 8 academic intervention is provided one period each week, during the school day, as per circular 6 assignments.</p>
Science	<p>Academic intervention is provided in a small group by a classroom teacher for grade 8 as per a circular 6 assignment.</p>
Social Studies	<p>Academic intervention is provided in a small group by a classroom teacher for grade 8 as per circular 6 assignments.</p>
At-risk Services provided by the Guidance Counselor	<p>At risk services are provided during the school day by a guidance counselor. The support services address barriers to improved educational performance and are individually designed.</p>
At-risk Services provided by the School Psychologist	<p>Students who are at risk will meet with the school psychologist 1-2 times a week individually as needed. Psychologist will meet with the parents when necessary to improve home and school connection</p>
At-risk Services provided by the Social Worker	<p>Students who are at risk will meet with the school social worker as needed. Psychologist will meet with the parents when necessary to improve home and school connection.</p>

At-risk Health-related Services	Students who are at risk will meet with the school nurse as deemed necessary. School nurse will meet with the parents when necessary to improve home and school connection.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Derek Smith	District 06	Borough Manhattan	School Number 311
School Name Amistad Dual Language			

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

Principal Miriam Pedraja	Assistant Principal Zoraida Hernandez
Coach Barbara McCarthy	Coach 0
ESL Teacher 0	Guidance Counselor Juan Bello
Teacher/Subject Area Olga Ramos- Technology	Parent Jackie Jones
Teacher/Subject Area 0	Parent Coordinator Eulalia Lugo
Related Service Provider Juan Bello	Other 0
Network Leader Derek Smith	Other 0

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	16	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	329	Total Number of ELLs	99	ELLs as share of total student population (%)	30.09%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

As part our registration process all families are given the Home Language Identification Survey (HLIS). A certified bilingual staff member meets with each individual family, including the child, and conducts an informal oral interview in English and in the home language.

Students that are identified as possible ELLs by the HILS form are administered the LAB-R in English to determine entitlement within the first 10 school days. Students whose native language is Spanish are administered the LAB-R in Spanish as well. Both LAB-R are administered by a bilingual teacher. The Bilingual Coordinator, Ms. Hernandez, notifies the families, via a letter, if their child is determined to be English Limited Proficient and are informed that they are entitled to support services in English via the Title III afterschool program. The HILS survey is filed in the child's cumulative record folder which each teacher receives and reviews in September or at the point of the student's admission. All students new to the NYC public school system are administered the HILS in English and in Spanish.

Parents interested in the Amistad K-8 dual immersion school (English and Spanish) attend a tour where a member of the administration presents a power point slide show in either English or Spanish on the language allocation of the school per grade (50% instruction in English and 50% instruction in Spanish). Middle school students and current parents lead the tour so they can answer questions about what they are seeing and the instructional program. At the end of the tour, the principal holds a question and answer period where parents can ask clarifying questions. Parents who select the school are interested in having their child receive instruction in both languages.

Once the students are enrolled in the school and it has been determined that they are ELL status, the assistant principal holds a meeting with the parents of the students. During this meeting the DOE video is showed to describe other options that are offered by the DOE. At the end of the video there is a question/answer period is held by the assistant principal to ensure that all parents understand all three program choice. At the end of the question/answer session the parents will make their selection on the DOE survey form which is then collected by the assistant principal. Parent surveys are kept in the student's cumulative folder.

Parents that indicate that they want a Dual Language Program will receive a placement letter, a copy of which is maintained in the student's cumulative file. Parents that select a program other than the Dual Language Program are referred to the office of student enrollment. The bilingual coordinator sends a letter every year to the parents of the ELL students informing them of their child's ELL status. These records are maintained in the office of the building coordinator. The trend in program choices indicates that the parents want their children in a Dual Language Program that mirrors the 50/50 program offered in our school.

The Testing Coordinator, Mr. Negron, reviews the results of the previous year NYSESLAT via ATS, to determine the ELL status for each child that was administered the test the year before. This information is used to determine testing modifications for the upcoming NYS exams in ELA, Math, Social Studies and Science. The information is also used to determine who is no longer an ELL and who

will take the NYSSLAT for the upcoming year. All teachers receive this data so they are informed as to who is an ELL in their class. Mr. Negron reviews the results of the LAB-R and the NYSESLAT on ATS, two weeks before the window for administering the NYSESLAT opens, to ensure that he has an accurate list of students for the NYSESLAT exams. Classroom teachers administer the reading and writing portion of the exam and the listening and speaking portion is administered on a one-to-one basis by a licensed teacher.

The Data Specialist, Ms. McCarthy, disaggregates all the data from the LAB-R and NYSESLAT exams to determine the areas of strength, areas in need of improvement and also monitors change over time. This data is shared with all teachers at monthly PD meetings and is used to assist teachers in differentiating instruction for the ELL students in their classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	3	2	2	3	2					20
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	2	2	2	2	3	2	2	3	2	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	11

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language	65	0	3	23	0	8	11	0	5	99
ESL										0
Total	65	0	3	23	0	8	11	0	5	99

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	20	29	13	36	17	33	16	36	7	44	6	35	7	36	10	34	2	43	98	326
Chinese																1			0	1
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other Urdu				1						1									0	2
TOTAL	20	29	13	37	17	33	16	36	7	45	6	35	7	36	10	35	2	43	98	329

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 65 Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 7 Asian: 7 Hispanic/Latino: 372

Native American: 0 White (Non-Hispanic/Latino): 36 Other: 6

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

The Amistad Dual language school has two classes per grade. In grades K-5 we subscribe to the one teacher- both languages model. In grade 6 we implement the Core curriculum model; that is, one teacher covers Language Arts and Science and the other teacher covers Math and Social Studies. In grades 7 and 8 Math, Language Arts, Science and Social Studies are departmentalized. Grades 6-8 classes follow the same model and K-5; one teacher -both languages.

Our language allocation policy varies by grade to accommodate both conversational and academic language acquisition. In Kindergarten and first grade we follow an alternating day model based on a 10 day cycle. In second grade through fifth grade we use an alternating half-day model so that students are equally exposed to all content areas in both languages. In the half day model, students receive instruction in one language in the morning and another language in the afternoon. Cycles vary according to grade level. In second grade we use a one-week cycle. In third grade we use a two week cycle. In fourth and fifth grade the cycle varies from three to four weeks depending on units of study. In the middle grades 6th, 7th, and 8th, students are immersed in English for two weeks and in Spanish for two weeks.

In Amistad we exceed the mandated minutes for ESL instruction. All classroom teachers are certified as bilingual teachers and teach all subject areas 50% of the time in English and 50% of the time in Spanish using strategies they have learned in their coursework (TPR, Sheltered Instruction, SIOP, etc.).

All ELL students in grades K-5 are administered a base line assessment in reading, writing and math in September in both English and Spanish. Every month they are administered a periodic assessment in reading, in both English and Spanish, to determine growth and areas in need of additional support. Writing is assessed in both English and Spanish via rubrics for units of study and rubrics for on-demand writing. Math is assessed at the end of every unit of study in either English or Spanish.

Grade 6-8 students are administered a base line assessment in all content areas in English and Spanish. In math they are assessed a total of 5 times during the year in SS & Sci 3 times a year. In addition to these periodic assessments unit tests are administered in the language of instruction (Spanish or English) at the given time of exams. In literacy, students are assessed throughout the year in both English and Spanish via running records for reading and rubrics for the writing.

Teachers have received training from consultants from ASCD for the past 2 years, on how to differentiate instruction for all students, in all content areas, to ensure that ability levels, language acquisition and modality of learning are addressed. Teachers embed their curriculum with differentiated activities across all domains. A yearly quality review of the curriculum is done by administration to ensure that the needs of all ELLs and students with special needs are addressed and deliberately planned for.

All of our ELL-SWD students are held to the state standards. Teachers have a wide range of literacy materials in both English and Spanish which enable them to provide students with the appropriate leveled text which matches their entry level reading performance and spans a ladder of difficulty as the student progresses. Materials are purchased from various publishers and they are leveled using the

A. Programming and Scheduling Information

Fountas and Pinnell system by the Reading Specialist, Ms. McCarthy, who is certified in ESL and Reading. All other content are materials are available in English and Spanish. Students who require supportive services such as SETSS/ guidance or speech, receive the services from a bilingual related service provider. These providers have materials in both English and Spanish and are supplemented by the materials housed in our resource room.

All ELL-SWD students are programmed to have classes with gen-Ed classes 1-2 times a week during dance or Physical Education classes. The self contained special education teachers monitor the progress of their students, using the same procedures that the general education teachers use (running records, conference notes, portfolio assessments, units testing and rubrics) to determine when a student is ready to be mainstreamed into a general education class at any given time during the year. Adjustments are made to the schedules to ensure that the student does not miss other content instruction when they are mainstreamed into the general education class for literacy or math.

There are currently no SIFE students enrolled in Amistad so we do not have a instructional plan in place for this school year. Our plans for ELLs (new comers, 4-6 years and long term) is reflected in our commitment to differentiated instruction. All teachers are trained to provide students the differentiated instruction that they need to move forward in language acquisition and in academic content areas. Additionally we disaggregate data to identify each students status in reading, writing, listening and speaking. This data informs the creation of small groups during our afterschool Title III program. For students that are ELLs with disabilities, we follow the IEP and we scaffold English language acquisition via abundant grade level materials in all content areas and access to clusters that offer instruction in English. Ex: library, music.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	English and Spanish			
Social Studies:	English and Spanish			
Math:	English and Spanish			
Science:	English and Spanish			
Library	English			
Dance	English and Spanish			
Gym & Health	English and Spanish			
Music	English			

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

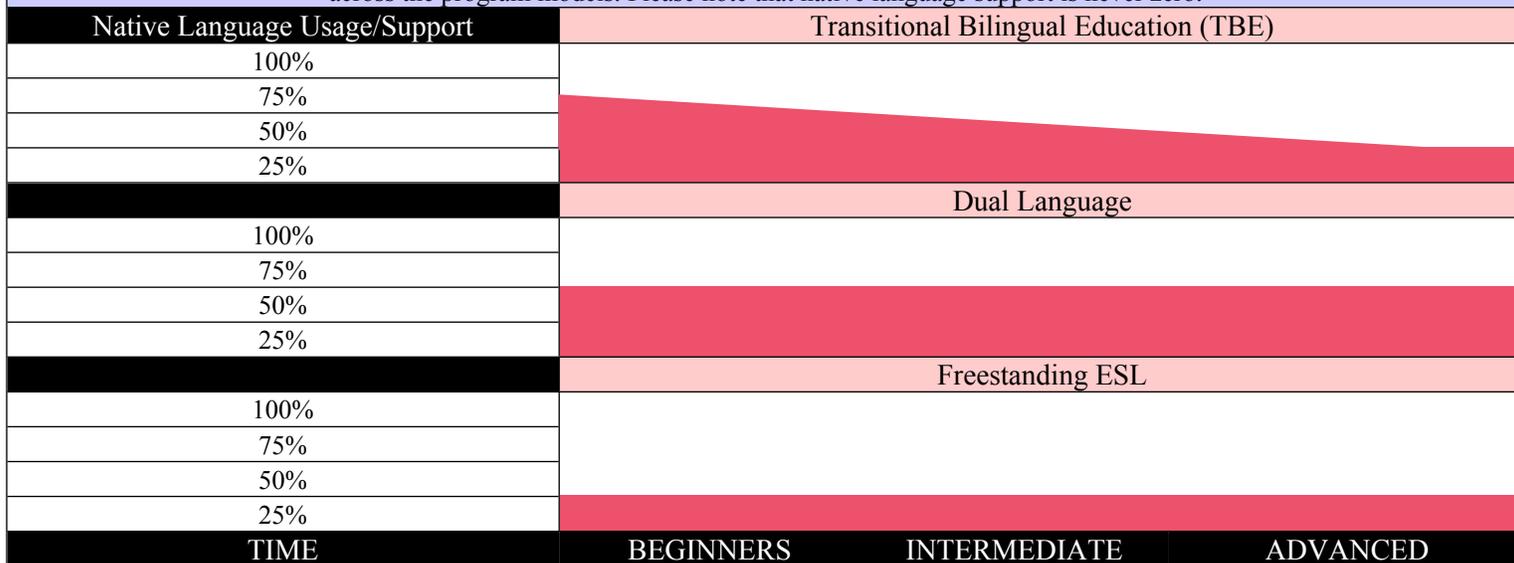
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

ELL students who are in need of intervention are identified by the classroom teacher based on their performance on the standardized tests and/or authentic assessments. The teachers provide the Reading Specialist with a list of students whom they recommend to receive support services. The students are scheduled by the Reading Specialist to meet with a bilingual reading teacher, every day for 30 minutes in small groups of no more than 5 students. Students who are Spanish dominant and require intervention will receive the support service in Spanish until they are assessed to be on level E (Fontas & Pinnell). Once the student approximates grade level in Spanish, the child will receive intervention in English if necessary. Students who are ELL and are dominant in a language other than Spanish receive the support services in English. Additional support in English is provided to ELL students and students with special needs via the Title III program that is offered

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?

ELL students who are in need of intervention are identified by the classroom teacher based on their performance on the standardized tests and/or authentic assessments. The teachers provide the Reading Specialist with a list of students whom they recommend to receive support services. The students are scheduled by the Reading Specialist to meet with a bilingual reading teacher, every day for 30 minutes in small groups of no more than 5 students. Students who are Spanish dominant and require intervention will receive the support service in Spanish until they are assessed to be on level E (Fontas & Pinnell). Once the student approximates grade level in Spanish, the child will receive intervention in English if necessary. Students who are ELL and are dominant in a language other than Spanish receive the support services in English. Additional support in English is provided to ELL students and students with special needs via the Title III program that is offered once a week for one hour. The focus of all these services is to promote language development in English which will impact their performance on formative and summative assessments.

All ELL students in Amistad have equal access to all programs. All ELL students in Amistad participate in extra curricular activities, technology applications and hardware, and in school programs promoting a seamless student community. ELL students receive all notifications regarding programs and extracurricular activities offered by the school or specials that are brought to the school (Piano, C.H.A.M.P.S., Sports and Art in the School Program, Ballet Tech, Advantage Afterschool Program; Parent Association activities etc.) in English and Spanish. All of these programs are free to all students.

We have a myriad of reading materials in both Spanish and English in each of our K-6 classes and in our Language Arts (grades 7 and 8) classroom. The books have been leveled by the Reading Specialist and the Reading Intervention teacher in both Spanish and English as per Fontas & Pinnell. The libraries in the classrooms contain books in all genres with both expository and narrative books. To supplement these libraries there is a resource room where teachers and students can check out books that are organized by levels, language as well as genre. As part of the Connected Learning program, all 6th grade students, inclusive of students with special needs, will be receiving a desktop computer with applications they have learned to use in school. Teachers in grades 5, 7 and 8 will be provided with professional development so that they too can use the web based programs that scaffold students' learning. In addition, the school has two C.O.W.s (Computers on Wheels) that are used during the day on a sign-out basis to research information for projects. Each room has a Smart board which enhances lessons by providing all students, particularly ELLs, with comprehensive input and visual clues.

We follow the state mandates with respect to testing modifications. The Testing Coordinator, reviews the NYSESLAT results to identify the students who are eligible for extended time on tests. Modifications continue to be provided to ELLs up to two years after they have become proficient in English as per the results of the NYSESLAT.

Our newly enrolled ELL students receive a summer packet to give them a jump start on the curriculum in, Math, Social Studies, Science and ELA. They also receive a list of books with a broad range of ability levels, in English and Spanish that they should be reading as well.

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)?

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.

The professional development plan for all ELL personnel at Amistad is to focus on differentiated instruction, ESL strategies (i.e., slower speech, simplified language, Total Physical Response) and how to effectively use the Smart board. Staff will enhance their practice to ensure that all second language learners receive comprehensible input. Second language acquisition strategies will be reviewed and discussed at the DOE mandated professional development days and via the consultants from ASCD, Teaching Matters, weekly meetings with the Technology Consultant and at the monthly meetings with Reading Specialist. Teachers will continue to receive training on how to differentiate their instruction via the assistance from ASCD consultant and the Teaching Matters consultant. Smart board training is on going and is provided by the Technology Consultant and the Teaching Matters consultant to demonstrate how through the use of the interactive applications on the Smart boards they can scaffold the second language learners learning. The guidance counselor attends workshops offered by New Visions on the use of the web based grading system DATACATION, ACS workshop, Middle School, High School and Specialized High School application workshops . The parent coordinator has attended workshops a myriad of topics such as Conflict Resolution, Resources in the community, Technology training, Translation courses, Balanced Literacy, English Language Learners workshop, Early Childhood Literacy workshop and Issues Facing Today's Youth. All of this professional development helps my parent coordinator be more effect in her role and to gain more information. This enables her to be a better resource for our parents, particularly the parents of our ELL students.who frequently need assistance in navigating the DOE system.

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?

Parental involvement is a cornerstone of our school. Their participation in the governance of the school, their support of the instructional programs via fundraising and partners in the development of classroom projects are contributing factors to the caliber and success of the school. Each year we hold elections for the PTA. There are two slots for each officer position; one is earmarked for a Spanish speaking parent. All announcements and minutes from the meetings are translated into Spanish to ensure that parents of ELL students are informed. Simultaneous translations are done through the use of a audio transmittor and receivers for up to 40 parents which is used for all meetings.

Workshops for parents are arranged based on the input they give us via a survey conducted by the PTA or via the parent coordinator. The workshops have had a wide range, including but not limited to Overview of the School's Report Card, Cyber Safety for their children, Partnership in the Literacy Program, Understanding Constructivist Math, How to Provide Hoemwork Help, Nutrition for Healthy Families, and Gaining Computer Literacy. These workshops have helped parents become a active partner in their child's learning by understanding the basic premises and practices the children are acquiring in school. Workshops, such as Compuer Literacy, has afforded families with a viable entry level to the world that they had previously been excluded from.

The guidance counselor holds meetings for all ELL students parents and provides them an over view of the high school application process beginning in 7th grade. In 8th grade, he meets with the students on a one to one basis to give them orientation on how to select the most appropriate high school. Parents receive notices in Spanish and English letting them know of the upcoming open houses, school tours that the students will go to with the guidance counselor and inviting them to meet with him before the final submission of the application. ELL students who are interested in applying to the performing arts schools receive coaching from one of the arts teachers to prepare them for their audition. Likewise, for students who are interested in the Specialized schools, the math and or literacy teachers work with them in preparation of the entrance exam. All communication of any of these sevicees are sent home in English and in Spanish as well as a Global Connect call (school phone messaging system) in done in both languages.

Teachers who have completed the 7.5 hours of ELL training have the documentation placed in their personnel file which is housed in the main office.

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?

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Teachers who have completed the 7.5 hours of ELL training have the documentation placed in their personnel file which is housed in the main office.

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)	10	6	0	3	0	0	2	0	0					21
Intermediate(I)	0	7	10	8	4	2	1	1	1					34
Advanced (A)	10	1	7	5	2	4	3	9	1					42
Total	20	14	17	16	6	6	6	10	2	0	0	0	0	97

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	12	0	0	0	0	0	0	0	0				
	I	0	6	1	0	0	0	0	0	0				
	A	7	5	3	4	2	0	4	4	0				
	P	0	3	13	12	4	6	1	6	2				
READING/ WRITING	B	19	6	0	3	0	0	2	0	0				
	I	1	7	9	8	4	2	1	1	1				
	A	0	1	7	5	2	4	3	8	1				
	P	0	0	1	0	0	0	0	1	0				

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		3		1		0		6
5	0		2		4		0		6
6	2		3		2		0		7
7	0		5		5		0		10
8	1		1		0		0		2
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		2		0		6
8	1		2		3		0		6
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	4		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Spanish</u>		4		4
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

Across all grade levels we use Running Records on leveled books (Fountas & Pinnell) to assess the early literacy skills of our students. Running records are closely monitored by the reading specialist and the reading levels are formally reported 3 times a year via the Student Growth Monitoring and Reporting System.

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>Amistad Dual Language School</u>		School DBN: <u>06M311</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Pedraja	Principal		10/14/12
Zoraida Hernandez	Assistant Principal		10/14/12
Eulalia Lugo	Parent Coordinator		10/14/12
0	ESL Teacher		1/1/01
Jackie Jones	Parent		10/14/12
Olga Ramos- Technology	Teacher/Subject Area		10/14/12
	Teacher/Subject Area		1/1/01
Barbara Mccarthy	Coach		10/14/12
	Coach		1/1/01
Juan Bello	Guidance Counselor		10/14/12
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06 **School Name: Amistad Dual Language School**

Cluster: 561 **Network: New Visions**

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.

During the application process to our school, parents fill out forms indicating their home language. At registration they are interviewed to fill out the HILS form and have open access to the parent coordinator who arranges necessary translations for parents.

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.

Our findings have indicated that written translations for all correspondence and oral interpretations for all meetings and communications have improved our home school connection. Therefore, all information regarding notices, data, and student performance are translated and provided to the parents at all Parent-Teacher Association meetings, all mailings and email correspondence. We also translate all telephone calls that we send through Global Connect.

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.

Amistad is a dual language program that meets the needs of the community. The Amistad staff, inclusive of administrators, teachers, paraprofessionals, parent coordinator, school aides, and secretaries are bilingual (Spanish and English). The staff is able and available to communicate with parents in their home language. All materials going home are translated by the bilingual coordinator or by the parent coordinator who is currently enrolled in a translation course to enhance her skills. In addition, we have available translation equipment at all PTA meetings or any other meetings or events where parents may require the service.

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

Our findings indicate that that our translation/interpretation services have had a positive impact on the number of parents attending meetings. In-house school staff or parent volunteers provide oral interpretation at all meetings and we have translation equipment available for all meetings to meet the needs of our parents.

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

The school sends out all notices, letters, PTA newsletters and postings in both Spanish and English. All meetings are conducted in both languages or interpretation is done using translation equipment. The Parent's Bill of Rights is distributed at the Parent Teacher Association meeting at the beginning of the year. Safety procedures are disseminated in both languages at PTA meetings and via notices. The staff at Amistad is bilingual so interpretation notices are not required.

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: Amistad Dual Language School	DBN: 06
Cluster Leader: Deborah Maldonado	Network Leader: Derek Smith
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: 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Amistad Title III After School Program will target 46 ELL students in grades 1-5. Teachers will review the NYSESLAT data and make recommendations of which students should be selected. ELL students require additional support and opportunities to develop oral and academic language as well as their literacy skills. The After School ESL program will integrate math, science, and literacy to support development in both content knowledge and literacy skills. Teachers will differentiate instruction and employ second language acquisition strategies to support academic language development and writing skills. Instruction will be differentiated based on individual student needs using student's strengths as a starting point. In writing, teachers will focus on developing and strengthening students' on-demand writing skills. They will focus on scaffolding extended response in writing through the use of pre-writing organizational structures and prompts. ELL students will develop their English oral language skills which will have an impact on their English literacy skills and their performance on the NYSESLAT exam and class work. On-going assessments such as running records, conference notes will be administered to monitor student growth and to drive instruction. Four bilingual certified teachers, will service groups that are no greater than 16 students. The groups will be organized by grade level. The program will begin on October 12, 2011 and end in May 2012. They will meet once a week for 1 hour for a total of 24 sessions. A teacher who is certified and holds an administrative certificate will coordinate and supervise all aspects of the program. The instructional materials will be DOE approved which will be appropriate, high interest, leveled and specifically designed for ELL students (Kaplan's NYSESLAT Test Prep materials and Benchmark libraries use of Smart Board, DOE vendor Attanasio Social Studies/Science libraries).

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: All teachers at Amistad have received their masters in bilingual education, have their Bilingual Extension or are in the process of completing their Masters in a certified program in Teachers College, Hunter College or Fordham University. All teachers continue with their professional development by attending workshops offered by Higher Institutes of Education, DOE and other institutions such as Teaching Matters or Heinemann either during the year or during the summer. No Title III allocation will be used for professional development as other monies are scheduled to cover this. Teachers are provided with professional development in order to enhance their knowledge and experience in differentiated instruction based on individual student needs. The professional development also allows teachers to increase the support of oral and academic language as well as their literacy skills that will in turn increase the opportunities for students to become proficient in the

Part C: Professional Development

NYSESLAT. This year the teachers will receive professional development on Danielson's Component 3B beginning in September and ending in June. The PD will take place during the all day professional development days, November 8, 2011, June 7, 2012 and during the weekly meetings with the staff. A consultant will be hired to work with the teachers in small groups and individually beginning February 2012 through June 2012 on questioning and discussion techniques.

Part D: Parental Engagement Activities

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

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

Begin description here: The Title III program’s parental component will consist of Computer Literacy workshops. Each workshop will run for 1 hour per week until May 2012. They will be conducted by a technology consultant and by our technology teacher. The goal will be to engage parents in Smart board and computer activities that will expose them to the academic language their children are learning in school. Through the interactive activities and the employment of other strategies (Total Physical Response), parents will acquire language and skills that will enable them to become more involved in their child’s instructional program and reinforce the home – school connection. Parents will record the vocabulary they acquire in their own notebooks. Parents are notified of these activities by our telephone communication system, Global Connect, letters sent home via mail, and follow up phone calls made by our Parent Coordinator.

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 		

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.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		