



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME : BEA FULLER RODGERS INTERMEDIATE SCHOOL 528**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M528**

**PRINCIPAL: KRISTY DELA CRUZ**

**EMAIL: KDELACR@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: ELSA NUÑEZ**

**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
Kristy Dela Cruz	*Principal or Designee	
Luz Minaya	*UFT Chapter Leader or Designee	
Martha Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Margarita Modesto	Member/ Teacher	
John Scharbach	Member/ Teacher	
Luz Da Silva	Member/ Teacher	
Rosa Cruz	Member/Parent	
Rosemary Guzman	Member/Parent	
Juana Frias	Member/Parent	
Gladys Veloz	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2012, there will be a 10% increase in the number of students at proficiency level on the NYS ELA exam. Until 100 percent of our students are reading at and/or above grade level, the SLT demands that one of goals is that students show growth in their reading scores.

### **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.

Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. They analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Inquiry Team, examined portfolios, and discussed overall student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card-All Students did not make AYP in ELA (Only 22% of all students were at proficient on the ELA exam.)
- Progress Report—A Letter D
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Walks
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the developed of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

**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.

Professional Development: This year, we are Teachers College Project School with Dr. Mary Ehrenworth as our Project Leader. This entails a minimum of 10 visits from our project leader and 15 workshop tickets. These workshop tickets include various topics such as using analytical tools to evaluate arguments, from note taking to notebooks in the classroom for all content areas, and so much more. PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): Literacy Department Teachers

Responsible Staff Members: Administration, Staff Developers (Internal/External) and Data Specialist.

Implementation Timeline: September 2011 through June 2012.

Monitor and Revise: Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as our Interim Assessment, reading levels, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback.

Midterm Progress Point: November 2011

Endterm Progress Point: January 2012

Midterm Progress Point: March 2012

Endterm Progress Point: May 2012

**Strategies to increase parental involvement**

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

Parental Involvement: Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. In addition, we utilize our Enact Workshops that are sponsored through our Urban Arts Partnership. Some of the topics have been cyber-bullying, being prepared for parent teacher conferences, and so forth. We also participate in School Messenger, where the entire student body is called for reminders and events. Finally, we are a Datacation school in which all students and parents have the ability to communicate with their teachers.

Target Population(s): All Parents

Responsible Staff Members: Parent Coordinator, PA President, Literacy teachers & Administration

Implementation Timeline: September 2011 through 2012

**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.

All of our teachers are fully certified and licensed. All of our teachers except for four are tenured in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, and higher organizations such as Teachers College.

**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.

Currently, we have ten NCLB students who are included in this target population. All of our students participate in an advisory program on Tuesdays, Wednesdays, and Thursdays, in which lessons are implemented from various programs: Overcoming Obstacles, Columbia's Nutrition Program, and the Violence Prevention program.

**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.

*Funding Sources(PS and/or OTPS): As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:*

- \* Homework Club
- \* Saturday Academy sessions in the Spring
- \* Consumable instructional materials

**We also anticipate SINI Grant monies will be used to support these programs.**

**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**

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

By June 2012, there will be a 10% increase in the number of students at proficiency level on the NYS Math Exam.

Again, our ultimate goal is to have all of our students at or above grade level in all subject areas.

**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.

Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. They analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Inquiry Team, examined portfolios, and discussed overall

student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card – All students did not make AYP in math. (Only 31% of all students were at proficiency in math.)
- Progress Report—A Letter D in Student Performance & Progress
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Walks
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the developed of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

#### **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.

Professional Development: PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning. We are also collaborating with Lucy West for being a possible lab site.

Target Population(s): Math Department Teachers

Responsible Staff Members: Assistant Principal, Staff Developers (Internal/External) and Data Specialist.

Implementation Timeline: September 2011 through June 2012.

This year we have been selected for Computer For Youth (CFY)'s Robin Hood Pilot Program in which every sixth grader and all of the students in our self-contained special education classroom will have a home learning center (computer) for the entire computer's life. These home learning centers are equipped with various software programs such as Kaplan, Dream box, and so forth. Furthermore, these computers will have free internet for one

year and at a discounted rate for future years. Parents will also have 24 hours /7 days a week free bilingual technical assistance for their computers. Finally, we will have a staff developer four days a week to help support this initiative.

Target Population: 6<sup>th</sup> grade students and students in the self-contained special education classroom

Responsible Staff Members: Administration, 6<sup>th</sup> Grade Math Teacher, Technology Teacher, CFY Staff Developer, Parent Coordinator

Implementation Timeline: October 2011 to June 2012

Monitor and Revise: Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as Interim Assessment, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback.

Midterm Progress Point: November 2011

Endterm Progress Point: January 2012

Midterm Progress Point: March 2012

Endterm Progress Point: May 2012

#### **Strategies to increase parental involvement**

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

Parental Involvement: Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to mathematics. Provide instructional support for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics.

Target Population(s): All Parents

Responsible Staff Members: Parent Coordinator, PA President, Math teachers & Administration

Implementation Timeline: September 2011 through June 2012

#### **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.

All of our teachers are fully certified and licensed. All of our teachers except for four are tenured in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, and higher organizations such as Teachers College.

#### **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.

Currently, we have ten NCLB students who are included in this target population. All of our students participate in an advisory program on Tuesdays, Wednesdays, and Thursdays, in which lessons are implemented from various programs: Overcoming Obstacles, Columbia's Nutrition Program, and the Violence Prevention program.

**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.

Funding Sources(PS and/or OTPS): As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- \* Homework Club
- \* Saturday Academy sessions in the Spring
- \* Consumable instructional materials

**We also anticipate SINI Grant monies will be used to support these programs.**

### 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**

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

By June 2012, there will be a five percent increase in the number of English Language Learners achieving proficiency on the NYS ELA examination. Since our ELLs did not make adequate yearly progress on the ELA, our SLT has determined this is another school goal.

#### **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.

Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. They analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Inquiry Team, examined portfolios, and discussed overall student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card
- Progress Report
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Walks
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the developed of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

**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.

Professional Development: This year, we are Teachers College Project School with Dr. Mary Ehrenworth as our Project Leader. This entails a minimum of 10 visits from our project leader and 15 workshop tickets. These workshop tickets include various topics such as using analytical tools to evaluate arguments, from note taking to notebooks in the classroom for all content areas, and so much more. PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): Literacy Department Teachers

Responsible Staff Members: Administration, Staff Developers (Internal/External) and Data Specialist.

Implementation Timeline: September 2011 through June 2012.

Monitor and Revise: Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as our Interim Assessment, reading levels, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback.

Midterm Progress Point: November 2011

Endterm Progress Point: January 2012

Midterm Progress Point: March 2012

Endterm Progress Point: May 2012

**Strategies to increase parental involvement**

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

Parental Involvement: Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. In addition, we utilize our Enact Workshops that are sponsored through our Urban Arts Partnership. Some of the topics have been cyber-bullying, being prepared for parent teacher conferences, and so forth. We also participate in School Messenger, where the entire student body is called for reminders and events. Finally, we are a Datacation school in which all students and parents have the ability to communicate with their teachers.

Target Population(s): All Parents

Responsible Staff Members: Parent Coordinator, PA President, Literacy teachers & Administration

Implementation Timeline: September 2011 through 2012

**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.

All of our teachers are fully certified and licensed. All of our teachers except for four are tenured in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, and higher organizations such as Teachers College.

**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.

Currently, we have ten NCLB students who are included in this target population. All of our students participate in an advisory program on Tuesdays, Wednesdays, and Thursdays, in which lessons are implemented from various programs: Overcoming Obstacles, Columbia's Nutrition Program, and the Violence Prevention program.

**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.

*Funding Sources(PS and/or OTPS): As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:*

\* Homework Club

\* Saturday Academy sessions in the Spring

\* Consumable instructional materials

**We also anticipate SINI Grant monies will be used to support these 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**

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

By June 2012, there will be an increase of the integration of the Arts into the curriculum as evidenced by the various forms of feedback from cultural experiences and the annual spring performance. To continue to strengthen our school's mission of fostering a love and appreciation of the Arts, this must be one of our priorities for each academic year.

### **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.

Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. They analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Inquiry Team, examined portfolios, and discussed overall student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card
- Progress Report
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Walks
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the developed of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

### **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.

Integration of Arts in the Curriculum: Full-time art and dance teachers collaborate with teachers during monthly grade level meetings. During these meetings, teachers create interdisciplinary curriculum maps in which the Arts are integrated.

Target Population: Students in grades 6-8

Responsible Staff Members: Art & Dance teachers as well as entire staff

Implementation Timeline: September 2011 through June 2012

Professional Development: PD will be given on the following topics: the role of the Arts in the classroom; collaboration with the Urban Arts Partnership; the role of the Alvin Ailey Dance Program; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning.

Target Population(s): Classroom Teachers

Responsible Staff Members: Principal, Assistant Principal, and Staff Developers (Internal/External).

Implementation Timeline: September 2011 through May 2012.

### Alvin Ailey Dance Program:

All students are instructed by fully certified dance and art teachers

Target Population(s): *Students who participate in Alvin Ailey*

Responsible Staff Members: *Alvin Ailey teachers and Dance Teacher*

Implementation Timeline: *October 2011 through June 2012*

### Urban Arts Partnership Extended Day Program:

Target Population(s): *145 participating students*

Responsible Staff Members: *Urban Arts Partnership Teaching Artists and Selected Classroom Teachers*

Implementation Timeline: *October 2011 through June 2012*

### Monitor and Revise:

November 2011: Talent Show

January 2012: Winter Performance

April 2012: Surveys and Interviews

June 2012: Spring Performance

**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.

Parental Involvement: Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. In addition, we utilize our Enact Workshops that are sponsored through our Urban Arts Partnership. Some of the topics have been cyber-bullying, being prepared for parent teacher conferences, and so forth. We also participate in School Messenger, where the entire student body is called for reminders and events. Finally, we are a Datacation school in which all students and parents have the ability to communicate with their teachers.

Target Population(s): All Parents

Responsible Staff Members: Parent Coordinator, PA President, Literacy teachers & Administration

Implementation Timeline: September 2011 through 2012

**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.

All of our teachers are fully certified and licensed. All of our teachers except for four are tenured in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, and higher organizations such as Teachers College.

**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.

Currently, we have ten NCLB students who are included in this target population. All of our students participate in an advisory program on Tuesdays, Wednesdays, and Thursdays, in which lessons are implemented from various programs: Overcoming Obstacles, Columbia's Nutrition Program, and the Violence Prevention program.

**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.

Funding Sources(PS and/or OTPS): *As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:*

\* Homework Club

\* Saturday Academy sessions in the Spring

\* Consumable instructional materials

**We also anticipate SINI Grant monies will be used to support these programs.**

## 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.

By June 2012, there will be at least 10% increase of students reaching the proficiency level in science as evidenced by the New York State Science examination. Our students did not make AYP in the area of science.

### **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.

Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. They analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Inquiry Team, examined portfolios, and discussed overall student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card—All students did not make AYP in Science.
- Progress Report—A letter D in the area of student performance and progress
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Walks
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the developed of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

**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.

Professional Development: PD will be given on the following topics: scope and sequence, universal by design, depths of knowledge, questioning techniques, and alignment to the Common Core Learning Standards,

Target Population(s): Classroom Teachers

Responsible Staff Members: Assistant Principal, Staff Developers (Internal/External), and Network Support.

Implementation Timeline: September 2011 through May 2012.

**Strategies to increase parental involvement**

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

Parental Involvement: Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. In addition, we utilize our Enact Workshops that are sponsored through our Urban Arts Partnership. Some of the topics have been cyber-bullying, being prepared for parent teacher conferences, and so forth. We also participate in School Messenger, where the entire student body is called for reminders and events. Finally, we are a Datacation school in which all students and parents have the ability to communicate with their teachers.

Target Population(s): All Parents

Responsible Staff Members: Parent Coordinator, PA President, Literacy teachers & Administration

Implementation Timeline: September 2011 through 2012

**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.

All of our teachers are fully certified and licensed. All of our teachers except for four are tenured in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, and higher organizations such as Teachers College.

**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.

Currently, we have ten NCLB students who are included in this target population. All of our students participate in an advisory program on Tuesdays, Wednesdays,

and Thursdays, in which lessons are implemented from various programs: Overcoming Obstacles, Columbia's Nutrition Program, and the Violence Prevention program.

**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.

*Funding Sources(PS and/or OTPS): As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:*

- \* Homework Club
- \* Saturday Academy sessions in the Spring
- \* Consumable instructional materials

**We also anticipate SINI Grant monies will be used to support these programs.**

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	29	29	29	29	10	3	2	1
<b>7</b>	21	21	21	21	7	1	2	0
<b>8</b>	20	20	20	20	12	3	2	1
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA:</b> Extended Day program Pull-out small group instruction Ramp-Up, Great Leaps Wilson Training	Students were serviced during regular school day during 90-minute literacy block. Students were also serviced in small groups of 15-20 after school in ELA. Depending on the student's reading level, Great Leaps and Wilson are utilized.
<b>Mathematics:</b> Extended Day program 4 days a week/ Saturday School Math Skills Intervention (Glencoe) Pull-out small group instruction	Students were serviced in small groups of 15 to 20 after school in reading and math. Students were serviced during regular school day during 90-minute mathematics block for the pull-out small group instruction. Student conferences and peer tutoring were utilized during the small group instruction.
<b>Science:</b> Pull-out small group instruction	Students were serviced in small group instruction ranging from 1-10 pupils. In addition, individualized student conferences were conducted as well as peer tutoring.
<b>Social Studies:</b> Pull-out small group instruction	Students were provided services in an individual or small group setting. Individualized student conferences were held throughout the academic year. Peer tutoring was available for all students.
<b>At-risk Services Provided by the Guidance Counselor:</b> Pull-out individual/small group	Regular individualized conferences with students, parents and teachers. The guidance counselor also meets with students in small peer groups. She holds informative meetings with students, parents, and teachers. She schedules meetings and appointments for students who need services to be provided by the psychologist and/or social worker.
<b>At-risk Services Provided by the School Psychologist:</b>	Regular individualized conferences with students, parents and teachers. The psychologist also performs psychological evaluations and assists in updating the Individualized Education Plans (IEPs) for the students.
<b>At-risk Services Provided by the Social Worker:</b>	Regular individualized conferences with students, parents and teachers. She participates in evaluations and other meetings that involve identified students, parents, and teachers.

**At-risk Health-related Services:**

Regular follow up with nurse and/or necessary provider. Regular individualized conferences with students, parents, and teachers as needed.

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

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

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

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

## **Title I Parent Involvement Policy and Parent-School Compact for IS 528**

### **Section I: Title I Parent Involvement Policy**

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 Bea Fuller Rodgers Intermediate School, IS 528, *[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.

IS 528'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 Advisory Council, as trained volunteers and welcomed members of our school community. IS 528 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

6. 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.

IS 528'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 IS 528's 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, IS 528 will:

- Actively involve and engage parents in the planning
- Review and evaluate 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills

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

Please note that only New York City Public schools that have attained a student population of two hundred (200) or more will receive funding to hire a Parent Coordinator. Additional responsibilities of a Parent Coordinator include the following:

- 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 Title I Parent Annual 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M528 **School Name:** Bea Fuller Rodgers Intermediate School 528

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

Quality Review Statement 4: Align Building Capacity 4.1,4.2, 4.3 All students did not make AYP in ELA, Math, and Science Hispanic students, Ells, and Economically Disadvantaged students did not make AYP in ELA and Math Progress Report Grade of D

Quality Review Statement 4: Align Building Capacity 4.1, 4.2, 4.3 All students did not make AYP in ELA, Math, and Science Hispanic students, Ells, and Economically Disadvantaged did not make AYP in Math and ELA Progress Report Grade of D

Quality Review Statement 1: Instructional & Organizational Coherence 1.1, 1.2, 1.3 Quality Review Statement 2: Gather & Analyze Data 2.1, 2.2, 2.3 All students did not make AYP in Math, ELA, and Science Hispanic

- Annual School Report Card-All Students and ALL Subgroups did not make AYP in ELA or Mathematics (Only 22% of all students were at proficient on the ELA exam and 31% for the Mathematics exam)
- Annual School Report Card—All students did not make AYP in the area of Science
- Progress Report—A Letter D in Student Performance and Progress and Letter A in School Environment
- Quality Review—Inadequate evidence of differentiated instruction and/or academic rigor in the classroom.

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

Inquiry Teams will focus on the following instructional expectations specifically: Creating an aligned rigorous unit task in math, English Language Arts, science, and social studies aligned to the CCLS in mathematics, ELA, and literacy for science and history. Teachers will engage in weekly task analysis to determine the alignment to the CCLS. Administrators and teachers will look at student work together to create a differentiated instructional plan for each student.

English Language Arts : English language arts teachers, Teacher's College literacy consultants, and network teams will work collaboratively with reading and writing instruction. Language Arts teachers will create rigorous curriculum tasks that are aligned to the CCLS. ELA teachers will engage students with higher order questioning and discussion techniques. Students will engage each other in high order questions and discussion using Socratic Seminars.

This year, we are Teachers College Project School with Dr. Mary Ehrenworth as our Project Leader. This entails a minimum of 10 visits from our project leader and 15 workshop tickets. These workshop tickets include various topics such as using analytical tools to evaluate arguments, from note taking to notebooks in the classroom for all content areas, workshops for students with IEPs, how to reach struggling students, parent workshops, and so much more. PD will be

given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Mathematics: Math teachers, math consultants, and network team members will participate in monthly collaborative learning walks, curriculum mapping, and coaching sessions. The math department will work collaboratively to develop a math task aligned with the CCLS. The math lead teacher will be responsible for creating a school based learning lab site for sharing best practices and materials during planning periods.

PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. We are also collaborating with Lucy West for being a possible lab site.

This year we have been selected for Computer For Youth (CFY)'s Robin Hood Pilot Program in which every sixth grader and all of the students in our self-contained special education classroom will have a home learning center (computer) for the entire computer's life. These home learning centers are equipped with various software programs such as Kaplan, Dream box, and so forth. Furthermore, these computers will have free internet for one year and at a discounted rate for future years. Parents will also have 24 hours /7 days a week free bilingual technical assistance for their computers. Finally, we will have a staff developer four days a week to help support this initiative.

Science: Science teachers will work collaboratively with ELA and math teachers to develop a science task aligned to the CCLS in Literacy.. Science teachers will provide hands-on activities for students to construct meaning. Science teachers will engage students with higher order questions thought provoking discussion. Students will engage each other in higher order questioning and discussion Socratic Seminars. Science teachers will work collaboratively with ELA and math teachers to develop a science task. Science teachers will provide more hands-on activities for students to construct meaning. Science teachers will ask higher order questions and engage students in discussion. Students will engage each other in higher order questioning and discussion. Provide a mid-year (February) benchmark using a measurable indicator.

Monitor and Revise: Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as Interim Assessment, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback.

Midterm Progress Point: November 2011

Endterm Progress Point: January 2012

Midterm Progress Point: March 2012

Endterm Progress Point: May 2012

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## **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Administrators and teachers will work collaboratively to build distributive leadership through bi-monthly instructional rounds. The goal is to establish a professional learning community that will have professional conversations around Domain 3b & 3c of the Danielson rubrics in order to create an action plan. Administrators and teachers will work collaboratively to create a targeted professional development plan. Administrators and teachers will work collaboratively to build distributive leadership through frequent instructional rounds. The goal is to establish a professional learning community that will have professional conversations around Domains 3b & 3c of the Danielson rubrics in order to create an action plan. Administrators and teachers will work collaboratively to create a targeted professional development plan. By February 2012, the principal and assistant principal will have conducted at least 5 informal observations of teachers with feedback using the Charlotte Danielson rubric Domain 3b: Using Questioning and Discussion Techniques and 3C: Engaging Students in Learning and two Mock Quality Reviews conducted by Quality Review trained network team members which will be held in November 2011 and January 2012.

Professional Development: This year, we are Teachers College Project School with Dr. Mary Ehrenworth as our Project Leader. This entails a minimum of 10 visits from our project leader and 15 workshop tickets. These workshop tickets include various topics such as using analytical tools to evaluate arguments, from note taking to notebooks in the

classroom for all content areas, and so forth. PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning.

Target Population(s): Literacy Department Teachers

Responsible Staff Members: Administration, Staff Developers (Internal/External) and Data Specialist.

Implementation Timeline: September 2011 through June 2012.

Professional Development: In the area of mathematics, PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning. We are also collaborating with Lucy West for being a possible lab site.

Target Population(s): Math Department Teachers

Responsible Staff Members: Assistant Principal, Staff Developers (Internal/External) and Data Specialist.

Implementation Timeline: September 2011 through June 2012.

This year we have been selected for Computer For Youth (CFY)'s Robin Hood Pilot Program in which every sixth grader and all of the students in our self-contained special education classroom will have a home learning center (computer) for the entire computer's life. These home learning centers are equipped with various software programs such as Kaplan, Dream box, and so forth. Furthermore, these computers will have free internet for one year and at a discounted rate for future years. Parents will also have 24 hours /7 days a week free bilingual technical assistance for their computers. Finally, we will have a staff developer four days a week to help support this initiative.

Target Population: 6<sup>th</sup> grade students and students in the self-contained special education classroom

Responsible Staff Members: Administration, 6<sup>th</sup> Grade Math Teacher, Technology Teacher, CFY Staff Developer, Parent Coordinator

Implementation Timeline: October 2011 to June 2012

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

All of our teachers are fully certified and licensed. All of our teachers except for four are tenured in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, higher organizations such as Teachers College, as well as Community Based Organizations such as Urban Arts Partnership. This year our school is utilizing the Charlotte Danielson's Framework for Teaching, in which all teachers were administered a self-assessment and developed a professional goal for the year. All teachers have at least two hours of professional development per week and participate in an Inquiry Group.

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

Our school has notified parents in many ways. Our School Leadership Team and Parent Executive Board have both been notified. Both committees have participated in the development of the Targeted Action Plan and our school's Comprehensive Education Plan. In addition, we notified parents in writing about our school's identification for a school in need of improvement using the template provided by the state. To verify that parents received this letter, we use the School's Messenger system to make sure they received it. In January, we will also have PA meeting about our school being in SINI status. All documents will be available in English and Spanish, both of the languages represented in our school. At all of our meetings, translators are present and utilized.

**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 <b>Altagracia Santana</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>528</b>
School Name <b>Bea Fuller Rodgers Intermediate School</b>			

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

Principal <b>Kristy Dela Cruz</b>	Assistant Principal <b>Annette Rufino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Melisa Stoller</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Luz Minaya, Spanish</b>	Parent <b>Martha Rodriguez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Noemi Brito</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Altagracia Santana</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>273</b>	Total Number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>16.48%</b>
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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. 

Once any new student registers at IS 528, a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the intake process conducts an informal oral interview in English and/or in the parent's native language. During the intake process, we accommodate the parents and students in their native language by providing a translator. If there is not a translator available in the building, then we schedule for a translator to assist the parents and students through the Language Interpretation Services offered by the Department of Education. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be given the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. A fully certified ESL pedagogue administers the English LAB-R exam within the first ten days of student registration. Parent Orientations are ongoing based on student registration and eligibility based on the HLIS. The LAB-R is hand scored by the trained fully certified pedagogue before being delivered to the Scan Center. For students whose home language is Spanish and do not pass the English LAB-R, the ESL teacher, whose native language is Spanish administers the Spanish LAB. According to the LAB-R (English) results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. In order, to ensure that all students are administered the NYSESLAT each spring Ms. Stoller will print out ATS reports such as RLAT and the RLAB to verify an accurate list of students taking the exam. Our Assessment Team of Ms. Rufino, our Testing Coordinator, Ms. Stoller, our ESL teacher, and Ms. De la Cruz, the principal develop a schedule to ensure that all students are administered the exam within the required time frame. Ms. Stoller sends out letters to the staff as well as parents informing parents of the dates for all modalities of the exam. Ms. Stoller administers all four modalities of the exam in Room 406, because this is where there ESL instruction takes place. Ms. Stoller also administers the make-up sessions. Ms. Stoller also attends the NYSESLAT training provided by our Network. If a student is absent on a testing date, then the parents are called and students are required to take the exam on a make-up date.

Every school year, we have ongoing Parent Orientation Meetings for the parents of our ESL students. The fully certified ESL pedagogue, who is also the ESL coordinator, conducts these meetings within the first 10 days of student registration based on the HLIS, along with the help of other staff members such as the Parent Coordinator and provides an agenda and sign-in sheet for the parents. The Assistant Principal, ESL service provider, Parent Coordinator and parent volunteers are also present at the orientation to assist and to provide translation services for school documents such as the Parent Survey and Program Selection forms. At this meeting, we show the parents the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, and Arabic. Once the video is viewed, parents receive the Program Selection letters in their native languages. We have many staff members and parent volunteers present to translate questions that parents who are less proficient in English may have. The ESL Coordinator informs parents at the meeting that research shows the best program for ELLs is Dual Language, which facilitates Language1 skills to transfer to Language 2 skills.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs, Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent

Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned.

Each year, the principal and the ESL teacher analyze the English Proficiency of the ELLs as evidenced on the New York State English as a Second Language Achievement Test (NYSESLAT). These two licensed individuals determine the proficiencies of each individual modality as well as grouping the Listening & Speaking and the Reading & Writing. The ESL teacher collaborates with classroom teachers by providing them with a list of the ELLs and their NYSESLAT scores. During departmental meetings, the ESL teacher and assistant principal explain to the classroom teachers how the NYSESLAT scores impact their teaching. When students remain eligible for ESL services, these parents receive letters of continuation. To ensure that these letters are returned, our ESL teacher makes copies of these letters and places them in the ELL binder. If the forms are not returned, then phone calls are made to contact the parents. Since our school provides only a Freestanding ESL program, the parents are always given the opportunity to transfer to another school in order to receive bilingual or dual language instruction. These are the structures in place at our school to ensure that parents are notified of the three program choices.

According to the Parent Survey and Program Selection forms as well as using HIBE in ATS, thirty-five parents of the ELLs in our building have requested the Freestanding ESL program; therefore, the trend is that the parents want a freestanding ESL program and it is aligned to their preferences. The forms are available in the ELL binder in the Principal's office. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. At this time, the Freestanding ESL program is aligned with the parent requests.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs, Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our Region has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a library, and a cafeteria for 273 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							8	8	8					24
<b>Push-In</b>							10	10	10					30
<b>Total</b>	0	0	0	0	0	0	18	18	18	0	0	0	0	54

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	37

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3			5			37		17	45
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>0</b>	<b>17</b>	<b>45</b>

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
Other									0	0
<b>TOTAL</b>	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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	11	16					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	17	11	17	0	0	0	0	45

## 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?

Currently, the ESL teacher utilizes the push-in/pull-out freestanding ESL model with the ELL population Monday through Friday. The principal, who is ESL certified as well as National Board Certified in ESL, uses the push-in/pull-out model for 14 periods per week. The ESL teacher meets with the Beginner ELLs for two periods which are approximately 45 minutes each that equals 90 minutes per day. Hence, all of the Beginner ELLs receive 450 minutes of ESL instruction per week, which is more than the CR Part 154's mandated number of units. The ESL teacher also uses the push-in and pull-out model for the ELLs in the 6th grade classrooms as well as the ELLs in the self-contained special education classroom during both 4th and 8th period Monday through Friday. All of these groups are heterogeneously mixed with little variation in English proficiency levels. The principal values the ESL program; so all the ELLs receive more than their mandated services. In addition, the ESL teacher works with ELLs in the eighth grade during the additional 37.5 minutes of instruction, which is now being incorporated into the regular school day for all students.

In order for all of our students to receive all of the mandated hours, we have to carefully schedule the students. For example, the majority of the sixth grade ELLs are in Class 601 or 602. Since there are some students who are at the Beginner or Intermediate level of proficiency, Ms. Stoller services these students eight periods of the week. Since some of these students are at the advanced level of English Proficiency, they are only required to have 180 minutes of ESL instruction, which is approximately five periods a week. Our ESL students for the seventh grade are predominately in Class 701. We also have ELLs in Class 801 and Class 803. Most of the 8<sup>th</sup> grade ELLs are at the Advanced Level of Proficiency, so they require five periods of ESL instruction. For Class 803, Ms. De la Cruz uses the push in model for four periods of their science instruction. We also have students in our bridged self-contained special education classroom in which Ms. De La Cruz pushes in for three periods of week and Ms. Stoller uses the pull-out model for the remaining five periods a week. All of our ELLs receive their mandated ESL instruction, and many of our Advanced Level students receive more than the 180 minutes of ESL instruction.

As educators, our goal is to make content and language instruction comprehensible. Explicit teaching does not mean to return to the teaching of traditional grammar and to meaningless drills and exercises in which there is no functional and communicative purpose. Explicit teaching means students are encouraged to reflect on how language is used for a range of purposes with a range of audiences and the ESL teacher focuses on the aspects of language that will enable the students to do this. Explicit teaching is related to real-life use. The goal of explicit teaching in the ESL program is to promote active involvement in learning, independence, and to analyze the ways language is used in authentic contexts.

For example, a persuasive essay or editorial is a type of text, which is a New York State English Language Standard for middle school students. The purpose is to persuade others. In order to write a persuasive essay, the students take a position and justify it. After the students have researched their positions and gathered supportive evidence, they learn the organization of a persuasive essay (personal statement of position/argument, supporting evidence, possible counterargument and evidence, and conclusion). When writing a persuasive

## A. Programming and Scheduling Information

essay, there are connectives or linking words that are typically used such as first, second, therefore, on the other hand, however, and in addition. Our ESL teacher explicitly teaches all of the language features to reach this goal of writing a persuasive essay. Since our school follows the Readers/Writers Workshop Model or the Balanced Literacy Approach, we also study a genre or unit of study each month. Each student has an ESL notebook for their literacy skills. Therefore, the ESL teacher identifies and teaches the language features for each genre of study. In order to explicitly teach the language features, the instruction must be scaffolded.

Scaffolding instruction is not another word for help. Instead, it is the type of support that assists ELLs to move toward new skills, concepts, or levels of understanding. Scaffolding instruction is the temporary assistance in which the teacher assists the students learning how to do something, so that they will be able to do accomplish a similar task alone. According to Lev Vygotsky, scaffolding instruction is future-oriented because what a student or child can do with support today, he or she can do alone tomorrow.

The ESL teacher uses ESL methodologies to follow the ELA curriculum as designed by the school and Region. All ELLs are held accountability for meeting the same high expectations. Therefore, the ESL takes the curriculum and identifies the language features for each genre of study. Then, she explicit teaches the language features for each genre using semantic mapping, visual aids, graphic organizers, templates, modeling the text, and text reconstruction. Here are some ways the ESL teacher addresses each language modality: For the modality of listening, the students are introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students are introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.

For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.

For the modality of writing, the ESL teacher identifies the language features used for each specific unit of study or genre. First, the teacher builds on the field or activates the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher models the text. Students should be immersed in the genre of study. The ESL teacher explicitly teaches the language features of each context. Then, the ESL teacher works and guides the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary piece together. Finally, the students write their own texts, independently.

When planning for the modality of reading, the ESL teacher remembers that ELLs should understand the text they are reading and they help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she build upon their prior knowledge. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story.

Overall, the ESL teacher makes the content comprehensible for ELLs by identifying language objectives and content objectives for each lesson. She still adheres to the Readers/Writers Workshop Model, but she adapts the model to meet the needs of her students. ELLs need explicit teaching of the language features to assist them in being able to comprehend the overall content.

At this time, there are no SIFE students. Our SIFE students receive the minimal 360 minutes of ESL instruction per week. All SIFE students receive an English/Spanish Picture Dictionary. The ESL teacher assesses the language proficiency of the student's native language. SIFE students learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students are encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students are able to use picture sequencing for simple narratives. SIFE students use a dialogue journal between them and me. The dialogue begins as pictures and/or simple sentences depending on the level of language proficiency; however, it will be an ongoing written conversation. SIFE students are expected to complete monthly projects that focus on a genre of study; however, the rubric will be modified to meet the needs of each level of proficiency. Instructional materials and books are purchased for this subgroup of students. For this subgroup, the materials focus on the basic literacy skills. Professional Development for all teachers is provided. Finally, these students are encouraged to attend all Afterschool and Saturday programs provided by the school, Region, and community. Furthermore, SIFE students are given the opportunity to transfer to one of the Regional programs such as Academic Universe.

Newcomers receive at least 360 minutes of ESL instruction per week. In the classroom, the teacher focuses on developing BICS.

Newcomers learn vocabulary that assists them in communicating in the school building and outside of the school. When writing, the students are encouraged to write in their first language, so they feel more comfortable in the classroom setting. Students are able to use

## A. Programming and Scheduling Information

picture sequencing for simple narratives. Newcomers use a dialogue journal between the teacher and them. The dialogue begins as simple sentences; however, it is an ongoing written conversation. Additional books and instructional materials for newcomers are purchased. Each student is provided with a Bilingual Spanish/English Picture Dictionary. Newcomers have monthly projects. However, the rubrics for each project specify the level of language proficiency. When studying the memoir genre, newcomers who are at the beginner level of language proficiency create a picture book with simple sentences whereas a student at the advanced level of proficiency writes a vignette using a narrative form. Professional Development for all school personnel would be provided to teachers after school and during some of the monthly Faculty Conferences. Teachers are encouraged to use visual aids in classroom instruction and to have the newcomers placed with a “buddy” who speaks the first language of the newcomer and is at the Advanced Level or Proficient Level of English Language Proficiency. This subgroup of students are encouraged to attend all after school and Saturday programs provided by the school, building, and Region. Finally, the students are given the option to transfer to our Region’s program for newcomers, Harbor Heights, or any other school in the region.

All of the students who have received 4-6 years of ESL services and the long-term ELLs receive ESL instruction based upon their proficiency level. In our school, approximately half of the ELL population are considered long-term. Since most of the long-term ELLs have acquired their BICS, the classroom instruction focuses on developing academic vocabulary and learning the language features of various genres. In their literacy class, the ELLs are expected to complete monthly projects, which focus on a particular genre. For example, the ELLs created memoirs in October, Poetry Anthologies in November, literary essays for December, and feature articles for the month of February. The ESL teacher follows the curriculum as outlined by Teachers College’s Balanced Literacy Program; however, she modifies and scaffolds instruction to meet the needs of the ELLs. Assessment includes weekly quizzes, monthly projects, midterms, journal entries, and exit portfolios. Each week a progress report is sent and signed by the parents of these ELLs. In addition, long-term ELLs are encouraged to attend all after school and Saturday programs available at our school, community, and Region. Instructional materials, books, and software will be purchased to meet the needs of these students. Professional Development on topics such as Differentiated Instruction, Finding the Language Features: SIOP Model, and Making Content Comprehensible will be provided for all school personnel.

There are many instructional strategies that are used with ELLs with SWDs that help provide access to the content as well as accelerate the English language development such as glossaries, the use of graphic organizers, and teaching students pneumonic devices when possible. For example, when writing density equal mass divided volume it looks like a D = a heart if the "m" is directly over the "v."  $D = m/v$  can look like a heart. Another instructional strategy is for all content area teachers to utilize their word wall with key vocabulary for each unit. Teachers are also encouraged to use manipulatives when possible.

Our school uses curricular, instructional, and scheduling flexibility for our ELLs with SWDs by having the students work and learn with other ELLs who are in the general education program. Depending on the students' needs, the ESL teacher both pushes in and pulls out. For three periods of the week, an ESL teacher pushes into the self-contained classroom. For the remaining five periods, the students with disabilities are pulled out and work with ELLs in the general education program.

Currently, the ESL teacher and principal use the push-in model for the one multilevel self-contained classroom. For students in general education, the ESL teacher provides the students with the mandated amount of minutes using the push-in or pullout model. In addition, the hearing specialist, speech therapist, and other support services collaborate with the ESL teacher on a monthly basis. These teachers plan lessons together and discuss the progress of the ELLs in the special education program. The ESL teacher is aware and well informed of each child’s needs. Our building’s guidance counselor, Special Education Supervisor, and Academic Intervention Specialist notifies all personnel of the students who have special needs and how to accommodate their needs in the classroom. Finally, the Academic

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	<p>group instruction that will help reinforce their literacy skills in all four modalities. Next, students are invited to participate in our after school program, which is the Urban Arts Program. Again, this is a program to strengthen and develop their literacy skills through the Arts. The classes offered this year are Visual Arts, Music Production, Drumming, and Video Production. Finally, all ELLs will be given the opportunity to participate in our Saturday Academy.</p>
75%	
50%	
25%	
0%	
	Dual Language
100%	<p>Freestanding ESL</p>
75%	
50%	
25%	
0%	

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

Some targeted interventions we have in the content areas is that we as an ESL teacher push in for math and science. For our students who need assistance in learning their math facts, they play various games such as war and around the world to reinforce these facts. For our literacy classes, we have our students work in small groups. All of these targeted interventions are provided in English, unless the teacher speaks Spanish for assisting the students's learning in the case of a cognate. Students are given glossaries for both math and science. Again, every single classroom has a word wall to assist the students in vocabulary development. All students are invited to participate in the After School program which five days a week as well as the Saturday Academy that is offered in February, March, and April. Every other week our AIS and PPC team meets to discuss the progress of our students and to review targeted interventions.

Since our ELL population is small, students are provided with transitional services. Therefore, these students still receive 180 minutes of ESL instruction. Instructional materials and classroom libraries are available for this population. All classroom teachers are notified of these students and best teaching practices for them. Most of these students benefit from a push-in model, because they are considered Proficient according to the NYSESLAT. During the ESL teacher's professional period, she conferences with each student and various content teachers to monitor the progress of each student. Students are encouraged to attend all after school and Saturday programs to prepare them for upcoming assessments.

All ELLs are provided with their mandated minutes whether it is using the push-in or pullout model. The ESL teacher maintains anecdotal records and updated attendance records for each student. Each ELL has an updated portfolio of their work in ESL. These portfolios are maintained from sixth to eighth grade. Students are able to monitor and self-assess their progress through the grades. In the pullout model, ELLs receive a weekly homework calendar that explains their homework for the week. In addition, the students are given weekly progress reports that must be signed and returned by their parents. Since the ESL teacher also provides ESL for parents on the weekend, she is familiar with the parents of many ELLs. The ESL teacher calls each student's house at least once a month to remind the parents/students of their monthly projects.

This year, our only new program is the Urban Arts Program, which is an after school program that operates five days a week for two and half hours each day in our building. The goal and rationale of this program is to reinforce and accelerate students' learning through the Arts. For example, in Music Production students write their song lyrics as well as develop the beats to their songs. Finally, the students perform these songs in front of the entire school at our Awards Ceremony as well as our end of the year Spring Performance. Through this program, all ELLs are given the opportunity to strengthen their academic skills through the Arts. Our current activities are Visual Arts, Video Filmmaking, Music Production, Drumming, Yearbook, Student Council, and Knitting. For each activity, there is a licensed teacher and in many cases a professional artist in that particular area. For example, our music production teacher is also a music producer. In addition, students are able to receive assistance with their homework. At this time, the only program that was discontinued was the Police Athletic League, because we decided to collaborate with the Urban Arts Program, because it corresponds with our school's mission of fostering a love and appreciation of the Arts.

Instructional materials, books, and software are purchased to meet the needs of the students. In each classroom, there are computers available to our students. We have an open access library which means students can utilize the library's computers and resources during the school day as well as after school. This year we have been selected as a pilot program for CFY, so all of our sixth grade students will receive desktop computers for their homes with internet and bilingual technology support for the life of the computer.

Our school only provides a Freestanding ESL program; however, Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are encouraged to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish. In the Spanish classroom, "Somos asi En Sus Marcas" by EMC Paradigm is the main instructional tool. However, the Spanish teacher supplements and adapts the curriculum to meet the needs of each

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## B. Programming and Scheduling Information--Continued

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Our school only provides a Freestanding ESL program; however, Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are encouraged to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish. In the Spanish classroom, "Somos asi En Sus Marcas" by EMC Paradigm is the main instructional tool. However, the Spanish teacher supplements and adapts the curriculum to meet the needs of each student. Some other resources are: "Puertas al Sol: Gateways to the Sun," "Rosetta Stone: Language Learning," "Cuaderno de Actividades Compañeros," "Juntos" by Prentice Hall, and "Escriba con Estilo: Improving Writing Skills in Spanish" by David W. Gurney. The Spanish teacher is also the Technology Coordinator, so the students are familiar with technology and the following websites:

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

	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction (time, subject, teacher, theme)?		
4.	What Dual Language model is used (side-by-side, self-contained, other)?		
5.	Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?		
We do not have a dual language program at our school; therefore, this section is not applicable.			

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

<b>D. Professional Development and Support for School Staff</b>	
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.
<p>Professional Development is provided for our building on a regular basis as well as for the ESL teacher. This summer, our ESL teacher attended both the Summer Reading and Writing Institute at Teachers College to reinforce the Balanced Literacy model in her classroom. In addition, the ESL teacher facilitates ELL professional development for our school. Our network provides monthly meetings for staff members in regard to ELL topics. By analyzing the data from the NYSESLAT scores and other standardized exams, most students need to improve their reading and writing skills or their CALP. In the classroom, instruction needs to focus on developing academic vocabulary in order for the ELLs to be successful in the classroom and on standardized exams. Each year our school provides at least five Professional Development sessions for ALL staff members which equals the 7.5 mandated hours. As a school we focus on topics that are applicable to all content areas such as Second Language Acquisition, Making Content Comprehensible, Differentiated Instruction, and Building Academic Vocabulary. In addition, the ESL teacher collaborates with various content teachers to discuss the progress of the ELLs and to assist them in meeting their needs. Our main goal is for the ELLs to be successful both in and outside the classroom. The Principal and the certified ESL teacher facilitate most of the workshops. In addition, the administrators distribute questionnaires and interest surveys about potential topics for Professional Development. Overall, the teachers have a voice in determining the topics for Professional Development. In order to ensure that our Special Education teacher as well as special education paraprofessional receive their mandated hours by attending the workshop series provided by our school as well as attending monthly department meetings and citywide workshops. The ESL teacher utilizes the push-in model in providing services to the ELLs in the self-contained classroom. The ESL teacher also collaborates with the special education teacher on a weekly basis. Both assistant principals facilitate workshops and PD addressing the needs of ELLs.</p> <p>Our school provides only a freestanding ESL program; however, all of the students take Spanish as their Foreign Language Course in grades six through eight. Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. In addition, all students are allowed to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish for all students in grades 6-8.</p> <p>As ELLs transition from one school level to another, teachers are provided with additional support. Our ESL teacher collaborates with classroom teachers about the individual needs of each student. In addition, the principal conducts ELL training about the students and their individual needs as well as how to modify and adapt classroom lessons during monthly department meetings. Furthermore, our Principal who is National Board Certified in ESL schedules meetings with teachers on an as-needed basis. The staff are supported by the school leadership by meeting with the administrators on a weekly basis as well as they are encouraged to attend professional development on a regular basis. All staff members attend at least two hours of professional development per week and are encouraged to attend more professional development. The Principal, the Parent Coordinator, the Assistant Principal, the Guidance Counselor and the ESL teacher meet with parents and students to assist them in the high school application process by holding individual and group conferences. In some of the conferences, interest surveys are used and articles for discussion.</p>	

**Native Language Usage and Supports**

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do you evaluate the needs of the pa 50%	

## 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?

Parents are a crucial part of our school community. Each spring, there is a Parent Orientation for each grade for various topics. In the fall, there is a Parent Orientation for the eighth graders explaining 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. Then, the topics of the workshops will be based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is to be expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body. Our Parent Coordinator collaborates with outside Community Based Organizations such as TASC and ENACT to conduct workshops for parents. These workshops are provided in English and Spanish. Some of the topics have included: bullying, censoring technology, improving relationships with our teenagers, and so much more. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events. Each year, our parents have different needs and areas of concern. To address this issue, we have a monthly Coffee Talk with the principal where there is no agenda, but the parents can voice their ideas, concerns, and suggestions for the school. For all parent activities, we ensure that translators are available for all native languages. Currently, we have a Spanish translator available at all times. In the case of parent who speaks a different language, we contact the DOE's Language and Translation Unit. In addition, we have a staff member who speaks English, Spanish, Italian, and French.

## 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.
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## B. Programming and Scheduling Information--Continued

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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?
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All ELLs are provided with their mandated minutes whether it is using the push-in or pullout model. The ESL teacher maintains anecdotal records and updated attendance records for each student. Each ELL has an updated portfolio of their work in ESL. These portfolios are maintained from sixth to eighth grade. Students are able to monitor and self-assess their progress through the grades. In the pullout model, ELLs receive a weekly homework calendar that explains their homework for the week. In addition, the students are given weekly progress reports that must be signed and returned by their parents. Since the ESL teacher also provides ESL for parents on the weekend, she is familiar with the parents of many ELLs. The ESL teacher calls each student's house at least once a month to remind the parents/students of their monthly projects.

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Instructional materials, books, and software are purchased to meet the needs of the students. In each classroom, there are computers available to our students. We have an open access library which means students can utilize the library's computers and resources during the school day as well as after school. This year we have been selected as a pilot program for CFY, so all of our sixth grade students will receive desktop computers for their homes with internet and bilingual technology support for the life of the computer.

Our school only provides a Freestanding ESL program; however, Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are encouraged to read books in Spanish for the 25 Book Campaign.

Instructional materials and library books are available in Spanish. In the Spanish classroom, "Somos asi En Sus Marcas" by EMC Paradigm is the main instructional tool. However, the Spanish teacher supplements and adapts the curriculum to meet the needs of each student. Some other resources are: "Puertas al Sol: Gateways to the Sun," "Rosetta Stone: Language Learning," "Cuaderno de Actividades Compañeros," "Juntos" by Prentice Hall, and "Escriba con Estilo: Improving Writing Skills in Spanish" by David W. Gurney.

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## Additional Information

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

LAP Team Assurances are on file in the ELL Binder located in the Principal's Office.

LAP Worksheet has been reviewed by staff and is on file in the ELL binder in the Principal's Office.

## C. Schools with Dual Language Programs

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

We do not have a dual language program at our school; therefore, this section is not applicable.

## 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.

Professional Development is provided for our building on a regular basis as well as for the ESL teacher. This summer, our ESL teacher attended both the Summer Reading and Writing Institute at Teachers College to reinforce the Balanced Literacy model in her classroom. In addition, the ESL teacher facilitates ELL professional development for our school. Our network provides monthly meetings for staff members in regard to ELL topics. By analyzing the data from the NYSESLAT scores and other standardized exams, most students need to improve their reading and writing skills or their CALP. In the classroom, instruction needs to focus on developing academic vocabulary in order for the ELLs to be successful in the classroom and on standardized exams. Each year our school provides at least five Professional Development sessions for ALL staff members which equals the 7.5 mandated hours. As a school we focus on topics that are applicable to all content areas such as Second Language Acquisition, Making Content Comprehensible, Differentiated Instruction, and Building Academic Vocabulary. In addition, the ESL teacher collaborates with various content teachers to discuss the progress of the ELLs and to assist them in meeting their needs. Our main goal is for the ELLs to be successful both in and outside the classroom. The Principal and the certified ESL teacher facilitate most of the workshops. In addition, the administrators distribute questionnaires and interest surveys about potential topics for Professional Development. Overall, the teachers have a voice in determining the topics for Professional Development. In order to ensure that our Special Education teacher as well as special education paraprofessional receive their mandated hours by attending the workshop series provided by our school as well as attending monthly department meetings and citywide workshops. The ESL teacher utilizes the push-in model in providing services to the ELLs in the self-contained classroom. The ESL teacher also collaborates with the special education teacher on a weekly basis. Both assistant principals facilitate workshops and PD addressing the needs of ELLs.

Our school provides only a freestanding ESL program; however, all of the students take Spanish as their Foreign Language Course in grades six through eight. Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. In addition, all students are allowed to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish for all students in grades 6-8.

As ELLs transition from one school level to another, teachers are provided with additional support. Our ESL teacher collaborates with classroom teachers about the individual needs of each student. In addition, the principal conducts ELL training about the students and their individual needs as well as how to modify and adapt classroom lessons during monthly department meetings. Furthermore, our Principal who is National Board Certified in ESL schedules meetings with teachers on an as-needed basis. The staff are supported by the school leadership by meeting with the administrators on a weekly basis as well as they are encouraged to attend professional development on a regular basis. All staff members attend at least two hours of professional development per week and are encouraged to attend more professional development. The Principal, the Parent Coordinator, the Assistant Principal, the Guidance Counselor and the ESL teacher

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## E. Parental Involvement

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

Parents are a crucial part of our school community. Each spring, there is a Parent Orientation for each grade for various topics. In the fall, there is a Parent Orientation for the eighth graders explaining 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. Then, the topics of the workshops will be based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is to be expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body. Our Parent Coordinator collaborates with outside Community Based Organizations such as TASC and ENACT to conduct workshops for parents. These workshops are provided in English and Spanish. Some

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1	2					3
Intermediate(I)								1	4					5
Advanced (A)							17	9	11					37
Total	0	0	0	0	0	0	17	11	17	0	0	0	0	45

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>								1	1				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I								1	1				
	A							16	5	11				
	P							1	2	4				
READING/ WRITING	B								1	1				
	I								1	3				
	A							17	9	13				
	P								0	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	6	2		17
7	8	1			9
8	9	7			16
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									0
5									0
6	6		7		4				17
7	2		8		1				11
8	8		8	1					17
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	16	1							17
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	0	0	0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

This upcoming year we are a Teachers College Project School in which we utilize Fountas and Pinnell to determine the reading levels for our students; however, that was not in place for this particular academic year. For the past few years, there have not been any newly enrolled ELLs to our school. All of our 45 ELLs have attended a New York City Public School for at least one year; therefore, all of the students have a NYSESLAT score. Approximately 82% of the ELLs have an advanced proficient level on the NYSESLAT. Eighty-two

### 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.

LAP Team Assurances are on file in the ELL Binder located in the Principal's Office.  
 LAP Worksheet has been reviewed by staff and is on file in the ELL binder in the Principal's Office.

## Part VI: LAP Assurances

**School Name: Bea Fuller Rodgers 528**

**School DBN: 06M528**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristy Dela Cruz	Principal		10/25/11
Annette Rufino	Assistant Principal		10/25/11
Noemi Brito	Parent Coordinator		10/25/11
Melisa Stoller	ESL Teacher		10/25/11
Martha Rodriguez	Parent		10/25/11
Luz Minaya	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 06M528      **School Name:** Bea Fuller Rodgers Intermediate 528

**Cluster:** 410      **Network:** Altagracia Santana

**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**

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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.

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. An ESL licensed pedagogue who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages. Finally, we also utilize the RPOB report as a tool to analyze and calculate the number of percentages of home languages. For example, the home languages other than English represented in our school community are either English or Spanish.

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.

According the ATS system and our records of home languages, Spanish and English as the home languages needed for our school community. These findings were reported to the school community in a timely manner. Since this middle school has opened in 2002, the predominate languages spoken are English and Spanish. Last year, we had two newcomers in the eighth grade who spoke Arabic as their home language, but they left the building. Currently, we have 273 students with a high stability rate from sixth through eighth grade. Each year we might have one or two students transfer to our school, but that is it. We know all of our students on a first-name basis, and are aware of any new arrivals. Since the school building has opened its doors as a middle school in 2002, English and Spanish have been the home languages represented in our school building. At every single school-wide event, we make sure that all home languages are represented.

## Part B: Strategies and Activities

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

The Parent Coordinator or a designated, qualified paraprofessional in our school building provides all written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed. If there are no personnel available, then we use the Translation and Interpretation Unit. We contact them in a timely manner to ensure that the documents are received on time and as needed.

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

Oral interpretation services are provided in-house. The Parent Coordinator, Family Worker, School Aides, Paraprofessional, Assistant Principal, PA Association and other bilingual teachers in the building provide these interpretation services. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed..

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

According to Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, we will ensure as a school community that all parents receive translations in their native language in a timely manner with the guideline. We will ensure that translation and interpretation services are fulfilled in a timely manner. If translation and/or interpretation is unavailable in-house, then we will contact the Language Interpretation and Translation Unit to schedule services. Finally, we also have signs posted in the foyer and main lobby indicating the availability of translation and interpretation services. Our goal is that all parents know they have a right to an interpreter or translator to promote parental involvement in our school.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bea Fuller Rodgers	DBN: 06M528
Cluster Leader: Christopher Groll	Network Leader: Altagracia Santana
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 type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 52
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 type="checkbox"/> *6 <input type="checkbox"/> *7 <input 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: 6
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 4

## 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: IS 528 is a middle school in Washington Heights that serves approximately 275 students in grades six through eight. Over 95% of the students are from the Dominican Republic and the remaining is from Hispanic heritage, African American, and Chinese. One fully certified English as a Second Language (ESL) teacher instructs a freestanding pullout and push-in ESL Program in this building. The Assistant Principal is a fully certified ESL teacher as well as National Board Certified in ESL. The ESL teacher's schedule includes 54 classes per week, which services 45 English Language Learners (ELLs) in grades six through eight, 37 in the General Education program, and 8 the school's only self-contained Special Education classroom. The language of instruction is English.

Our school provides a freestanding ESL push-in and pullout model for the 45 ELLs to meet all requirements. All of the Beginner ELLs receive 450 minutes of ESL instruction through the pullout model. The entire 8th grade ELLs at the advanced level of English Proficiency based on the NYSESLAT results receives 225 minutes of ESL instruction. The nine ELLs in the self-contained Special Education classroom receive their mandated ESL instruction utilizing the push-in model. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive at least 2 units or 360 minutes of ESL per week and advanced level students receive 1 unit or 180 minutes or more of ESL per week, which is aligned with our CR-Part 154 and Language Allocation Policy.

The ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. Most of the instructional strategies utilized in this program are based on the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instruction Observation Protocol (SIOP) Model, which both models focus on building language through content or the academic area. In this building, the ESL teacher develops language through the academic area of English Language Arts. While using Balanced Literacy in the classroom, the ESL teacher creates objectives both for the ELA content area and language objectives, which are the linguistic features for each genre of study. Some of the instructional strategies utilized to assist in making content comprehensible are the use of graphic organizers, visual aids, realia, role playing, vocabulary development activities such as word maps and learning common prefixes and suffixes, pre-reading strategies to activate schemata by building on previous knowledge, during and post-reading strategies to check for understanding and comprehension.

All ELLs in all grades benefit from reduced class size for their literacy instruction for 180 to 360 minutes each week. During their ESL instruction, the Readers and Writers Workshop or Balanced Literacy as introduced by Teachers College is utilized. All ELLs in grades 6-8 participate in the mandated 37.5-minute program from 2:50 pm until 3:27 pm.

## Part B: Direct Instruction Supplemental Program Information

### Title III After school Program

An after school program will be provided for all ELLs in grades 6-8 from 3:00 p.m. until 4:00 p.m. This program will begin in January and continue through March. Fully certified teachers will provide these services. The ESL teacher pushes into these classes. During this after school program, instructional materials from Teachers College will be used to provide the students with additional educational support to help them attain English Proficiency as well as meet NYS State learning standards across all content areas.

### Title III Saturday School

In February through April, there will be several Saturday Academies from 9:00 am to 12:00 pm to assist the ELLs in meeting NYS English Learning Standards and NYS Math standards. All ELLs in grades 6-8 will be invited to participate in this program. Three teachers will provide these services. One of them is fully certified in ESL, and the remaining teachers are fully certified in their content area. The ESL teacher will push into these classes. During these sessions, the students utilized NYS examinations from previous years to review and prepare for the examination. Students also were taught test-taking strategies such as the process of elimination, reading the question first, and underlining key information.

## 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: This school provides ongoing professional development by the fully certified ESL teacher as well as the certified assistant principal. One topic is on scaffolding instruction and introducing various strategies that can support language learning such as graphic organizers, reading strategies, and different types of journal writing. Another workshop is on differentiating instruction in which each content area collaborates and generates ideas of how they can differentiate instruction for the needs of the students in that particular content area. Furthermore, the ESL teacher and the administrators hold conferences with teachers in various content areas to assist them in teaching the ELL population. In addition, the administrators share ELL best practices in her monthly departmental meetings. The professional development sessions will be devoted to ELLs services:

- Scaffolding Instruction to meet the needs of ELLs-November 2011
- Differentiating Instruction Across the Curriculum-December 2011
- Teaching Vocabulary to ELLs-January 2012

### Part C: Professional Development

- More Effective ESL Strategies-March 2012

These conferences and workshops are at no cost of the Title III budget.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents are a crucial part of our school community. Each spring, there is a Parent Orientation for each grade for various topics. For example, the Parent Orientation for the eighth graders explains 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. The sixth grade orientation welcomes the parents and families to our school. The seventh grade orientation focuses on the importance of the attendance and the grades and how they are used for the high school application process. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team. At all school events, translators are available for English, Spanish, and any other language that is needed.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. This survey is available in both English and Spanish. Then, the topics of the workshops are based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body.

Our Parent Coordinator collaborates with outside Community Based Organizations such as TASC and ENACT to conduct workshops for parents. These workshops are provided in English and Spanish. Some of the topics have included: bullying, censoring technology, improving relationships with our teenagers, and so much more. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events. Each year, our parents have different needs and areas of concern. To address this issue, we have a monthly Coffee Talk with the principal where there is no agenda, but the parents can voice their ideas, concerns, and suggestions for the school. For all parent activities, we ensure that translators are available for all native languages. Currently, we have a Spanish translator available at all times. In the case of parent who speaks a

**Part D: Parental Engagement Activities**

different language, we contact the DOE's Language and Translation Unit. In addition, we have a staff member who speaks English, Spanish, Italian, and French.

**Part E: Budget**

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

Allocation Amount: \$15000

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	13,000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)  Professional Salaries  After School Program (3 teachers x 73 sessions x 49.73) = 10,911.34  Saturday Program (7 teachers x 12 hours x 49.73 = \$2,088.66)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	2,000	Instructional Materials:  General Supplies such as paper and composition books = \$564  NY ELA and Mathematics Rehearsal booklets by Rally Education  Grades 6-8  4 packs (30 per pack) x \$359 = \$1, 436
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	15,000	