



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P009Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q009

PRINCIPAL: ROBERT S. WOJNAROWSKI **EMAIL:** RWOJNAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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
Robert Wojnarowski	*Principal or Designee	
Erin McLaughlin	*UFT Chapter Leader or Designee	
Michelle Branda	*PA/PTA President or Designated Co-President	
Denise Vecchio	DC 37 Representative, if applicable	
TBA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Hyacinth Hinds	Member/Parent	
Belinda Velez	Member/Parent	
Lynn Blue	Member/Parent	
Debra King	Member/Teacher	
Alexandra Restivo	Member/Teacher	
Yvonne Duffus	Member/Teacher	

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.

Increase student performance in English Language Arts

During the 2011-2012 school year, there will be a 10% increase in students scoring level 3 and above in ELA as evidenced by state exams, NYSAA datafolio scores, acuity performance and improved reading levels.

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.

On our 2010-2011 Progress Report, P9Q received a D grade in the category of Student Performance (8.5 out of 25 pts)

After reviewing data provided by nyStart 2010-2011 NYSTP ELA performance, NYSAA overall performance and student datafolios, we were able to identify areas that were in need of improvement. The following student performance trends were identified;

2009-2010 NYSTP ELA Performance: Grades 3-8 **[177 students tested] [7% scored level 3] [0% scored level 4]**

2010-2011 NYSTP ELA Performance: Grades 3-8 **[167 students tested] [5% scored level 3] [0% scored level 4]**

2009-2010 NYSAA ELA Performance: Grades 3-8 **[137 students tested] [87% scored level 3 and above]**

2010-2011 NYSAA ELA Performance: Grades 3-8 **[167 students tested] [81% scored level 3 and above]**

The data shows a decrease in the number of students scoring Level 3 or better for both standard and alternate assessed students.

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.
- ◇ Develop an instructional focus calendar for reading and language arts-September 2011.
- ◇ Implement school wide reading club-October 2011 (for each month the class that reads the most books will be rewarded)
- ◇ Distribute iPads to classroom teachers-December 2011 (teachers will use technology in classroom to enhance instruction)
- ◇ Grade level teachers will meet weekly to determine the areas of students' strengths and weakness as demonstrated by class work assignments and assessment results.
- ◇ Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students below standards, approaching standards, and meeting standards.
- ◇ School Base Coach will facilitate weekly grade level meetings and will meet monthly with Professional Teaching Teams to share best practices and resources.
- ◇ Focus lessons will be provided based upon areas of need by SBC that are aligned to the Common Core Learning Standards for each subject area with the

main focus on one standard in ELA and on standard in Math. (CCLS school wide smart goals to be created and posted throughout building at each site)

- ◇ 5-10 minute focus lesson (literacy) will be taught at the beginning of each class period
- ◇ Student mastery on mini-assessments based on focus lessons will determine if the focus lessons need to be revised and/or re-taught
- ◇ Reading, Math, and Science cluster teachers will reinforce focus lesson that correlates with their subject area.
- ◇ Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from student performance as they are re-assessed intermittently throughout the year.

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.

Increase parent involvement in decision making through school leadership groups and use of learning environment survey used to guide decision making.

Parent Coordinator will plan and implement parent orientation breakfast throughout five sites.(included related service providers and translators in parent home language)2011-2012.

Parent Coordinator will have monthly workshops assisting parents with services pertaining to their child/children's individual need (academic and socio- emotional).

Send home parent reflection form to generate feedback on student data notebooks

Quarterly newsletter distributed by parent coordinator will include workshop dates and topics to be discussed.

Weekend and evening field trips to support positive parent engagement and develop school community(bowling, movies, zoo, family picnic)

Parents will be encouraged to participate in school leadership and parent association meeting as well as attend parent teacher conferences.

Teachers will provide on-going communication in curriculum and instructional information.

Parents will be encouraged to utilized technology in accessing ARIS in order to monitor their child/children's progress through workshops facilitated by parent coordinator and technology coordinator.

Parent coordinator will ensure all information is disseminated to parents at all sites.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Regular meetings of new teachers with Principal

Partnering new teachers with veteran staff

New teachers are assigned a teacher mentor. This is a highly skilled colleague who works with the new teacher to introduce the traditions and procedures of the school. The mentor is also an academic resource available to assist with teaching strategies and classroom management. Reading and data coaches and other staff assist the new teacher in all facets of teaching including, but not limited to, coaching, modeling, peer observation, etc. The grade level teachers also assist the new teacher with record keeping, time management, transitions, and lesson planning. In addition, the vertical teams provide the new teachers with added support and guidance. This new approach to teaming has enabled our staff to now have access to their colleagues on both a grade level and vertical team. The principal assists the new teacher with goal setting, demonstrating the use of assessment to guide instruction, using classroom walk-throughs to generate reflective questions, and teaching the design qualities to assist teachers in providing work that will increase student achievement and student engagement.

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.

P009Q offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

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.
 - *NYS instructional funding for common prep planning*
 - *Administrators (APs), experienced and new teachers will attend professional development on district and in house levels.*
 - *School based coach will schedule and participate in support sessions for Alternate Assessment teachers once per week (Tuesday) on common preps.*
 - *School based coach will schedule and participate in support sessions for Standardized Assessment teachers once per week (Thursday) on common preps.*
 - *Per session funds will be allocated to cover staff absence during in-house workshops and before/afterschool hours when necessary.*
 - *School will update library to include books that are high-interest*
- NYSTL to support software, curriculum materials*

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.

Increase student performance in Mathematics

During the 2011-2012 school year, there will be a 10% increase in students scoring level 3 and above in Math as evidenced by state exams, NYSAA Datafolio scores, acuity performance, and the ability to demonstrate problem solving skills.

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.

On the 2010-2011 Progress Report, P9Q received a D grade in the category of Student Performance (8.5 out of 25 pts)

After reviewing data provided by nyStart 2010-2011 NYSTP Math performance, NYSAA overall performance and student datafolios, we were able to identify areas that were in need of improvement. The following student performance trends were identified;

2009-2010 NYSTP Math Performance: Grades 3-8 [173 students tested] [8% scored level 3] [3% scored level 4]
2010-2011 NYSTP Math Performance: Grades 3-8 [167 students tested] [13% scored level 3] [0% scored level 4]
2009-2010 NYSAA Math Performance: Grades 3-8 [140 students tested] [86% scored level 3 and above]
2010-2011 NYSAA Math Performance: Grades 3-8 [154 students tested] [85% scored level 3 and above]

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.

- ◇ Develop instructional focus calendar for mathematics-September 2011.
- ◇ Grade level teachers will meet weekly to determine the areas of students' strengths and weakness as demonstrated by class work assignments and assessment results.
- ◇ Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students below standards, approaching standards, and meeting standards.
- ◇ School Base Coach will facilitate weekly grade level meetings and will meet monthly with Professional Teaching Teams to share best practices and resources.
- ◇ Focus lessons will be provided based upon areas of need by SBC that are aligned to the Common Core Learning Standards for each subject area with the main focus on one standard in ELA and on standard in Math. (CCLS school wide smart goals to be created and posted throughout building at each site)
- ◇ 5-10 minute focus lesson (math) will be taught at the beginning of each class period.
- ◇ Student mastery on mini-assessments based on focus lessons will determine if the focus lessons need to be revised and/or re-taught.
- ◇ Reading, Math, and Science cluster teachers will reinforce focus lesson that correlates with their subject area.
- ◇ Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from student performance as they are assessed intermittently throughout the year.

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.

Increase parent involvement in decision making through school leadership groups and use of learning environment survey used to guide decision making.

Parent Coordinator will plan and implement parent orientation breakfast throughout five sites.(included related service providers and translators in parent home language)2011-2012.

Parent Coordinator will have monthly workshops assisting parents with services pertaining to their child/children's individual need (academic and socio- emotional).

Send home parent reflection form to generate feedback on student data notebooks

Quarterly newsletter distributed by parent coordinator will include workshop dates and topics to be discussed.

Weekend and evening field trips to support positive parent engagement and develop school community(bowling, movies, zoo, family picnic)

Parents will be encouraged to participate in school leadership and parent association meeting as well as attend parent teacher conferences.

Teachers will provide on-going communication in curriculum and instructional information.

Parents will be encouraged to utilized technology in accessing ARIS in order to monitor their child/children's progress through workshops facilitated by parent coordinator and technology coordinator.

Parent coordinator will ensure all information is disseminated to parents at all sites.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Regular meetings of new teachers with Principal

Partnering new teachers with veteran staff

New teachers are assigned a teacher mentor. This is a highly skilled colleague who works with the new teacher to introduce the traditions and procedures of the school. The mentor is also an academic resource available to assist with teaching strategies and classroom management. Reading and data coaches and other staff assist the new teacher in all facets of teaching including, but not limited to, coaching, modeling, peer observation, etc. The grade level teachers also assist the new teacher with record keeping, time management, transitions, and lesson planning. In addition, the vertical teams provide the new teachers with added support and guidance. This new approach to teaming has enabled our staff to now have access to their colleagues on both a grade level and vertical team. The principal assists the new teacher with goal setting, demonstrating the use of assessment to guide instruction, using classroom walk-throughs to generate reflective questions, and teaching the design qualities to assist teachers in providing work that will increase student achievement and student engagement.

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.

P009Q offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

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.
 - *NYS instructional funding for common prep planning.*
 - *Administrators (APs), experienced and new teachers will attend professional development on district and in house levels.*
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 - *Per session funds will be allocated to cover staff absence during in-house workshops and before/afterschool hours when necessary.*

NYSTL to support software, curriculum materials

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Provide a safe, respectful and inviting learning environment

During the 2011-2012 school year we will provide a safe, respectful learning environment in which students, staff, and parents feel safe and secure as measured by a 2.0 increase in the school environment progress report score.

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.

According to the 2010-2011 NYC School Survey, 65% of students felt safe at school, 79% felt the staff knew who they were, and 79% felt their teachers make them excited about learning. In the schools Progress Report, we received 8.9 out of 15 points. Parent response was very positive, 92% was very satisfied with the education and services provided to their child/children, 93% felt they were given the opportunity to be involved in their children's education, and 93% felt the school communicates well with them. Teachers also responded favorably, 90% felt administration lets them know what is expected of them, 81% felt administrators allowed them to play a meaningful role in setting goals and making important decisions for the school, and 93% felt safe at school.

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.

September 2011-June 2012

P009Q will continue to support school wide behavior modification programs (PBIS, Emotional Literacy, Power of Choice)

P009Q will continue to support parent/school involvement programs to maintain a positive relationship between school and home.

Students will receive recognition for academic improvement and appropriate social behaviors(Level 3-4 trips)

Student of the month from each site will be published in school newspaper

Students will be given "heart card" when caught in an act of kindness

Student work will be posted on bulletin boards inside and outside of the classroom

Administration will continue to support long term professional development and leadership for staff members

Professional Development will be aligned with student achievement, the CEP, and individual professional growth plans

Teachers will turn-key PDs to build capacity, and focus on student learning styles

Teachers will share knowledge and expertise with peers in order to improve instruction.

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.

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Parents will be encouraged to participate in school leadership and parent association meetings as well as attend parent teacher conferences.

Teachers will provide on-going communication in curriculum and instructional information.

Parents will be encouraged to utilized technology in accessing ARIS in order to monitor their child/children's progress through workshops facilitated by parent coordinator and technology coordinator.

Parent coordinator will ensure all information is disseminated to parents at all sites.

Weekend and evening field trips to support positive parent engagement and develop school community(bowling, movies, zoo, family picnic)

Strategies for attracting Highly Qualified Teachers (HQT)

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

Regular meetings of new teachers with Principal

Partnering new teachers with veteran staff

New teachers are assigned a teacher mentor. This is a highly skilled colleague who works with the new teacher to introduce the traditions and procedures of the school. The mentor is also an academic resource available to assist with teaching strategies and classroom management. Reading and data coaches and other staff assist the new teacher in all facets of teaching including, but not limited to, coaching, modeling, peer observation, etc. The grade level teachers also assist the new teacher with record keeping, time management, transitions, and lesson planning. In addition, the vertical teams provide the new teachers with added support and guidance. This new approach to teaming has enabled our staff to now have access to their colleagues on both a grade level and vertical team. The principal assists the new teacher with goal setting, demonstrating the use of assessment to guide instruction, using classroom walk-throughs to generate reflective questions, and teaching the design qualities to assist teachers in providing work that will increase student achievement and student engagement.

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.

P009Q offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

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.

NYS instructional funding to support PBIS and Emotional Literacy(school store, trip incentives for student on Levels 3 and 4)

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.

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	35	N/A	N/A	12	0	0	3
1	46	46	N/A	N/A	12	0	0	4
2	56	56	N/A	N/A	14	0	0	3
3	37	40	N/A	N/A	18	0	0	2
4	43	42	42	43	43	43	43	2
5	45	50	45	45	45	45	45	2
6	73	73	73	73	73	73	73	4
7	65	65	65	65	65	65	65	4
8	59	59	59	59	59	59	59	2
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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
<p>ELA</p>	<p>Great Leaps (a one-to-one <i>reading intervention</i> designed to build reading fluency and phonic skills) : paraprofessional one-to-one instruction during the school day (daily) Achieve It: Small group instruction during the school day (daily) Handwriting Without Tears (program designed to help students develop good handwriting skills) (daily) Leap Frog: (touch/talking books designed to build reading using tactile and audio skills)1:1 tutoring/45 minute sessions each week, third/forth grade students Step Up to Writing: (writing program that focuses on making writing simple and easy to remember) 3-5 times weekly Technology: Storybook Weaver, Apple Works, Microsoft Word, Kids Inspiration, Cornerstone, Jumpstart (3-5 times weekly) Wilson (structured reading and writing program designed to help struggling readers learn the structure of words using decoding and encoding) para directed 1:1 tutoring, 45 minute sessions each week Read 180 Lab-small group instruction (daily) Foundations(Wilson for grades K-2) para directed 1:1 and small group instruction (daily) Lunch and Learn-small group/max 6 students eat lunch with coverage teacher to work on targeted academic areas AMPS/REWARDS 8th Grade Study Hall-tutoring/small group instruction Period 1 (daily) Reading Buddies 12:1:1 students read low level big books to 12:1:4 /12:1:1 AA students Robin Hood Library-Content-based instruction. Research based projects assigned. On-line resources and applications used to investigate themes, access and analyze data and enhance instruction, small group, during the school day Uptown Education-Online educational software targeting Math, Science, ELA and Social Studies (7 classes) during the school day and at home. Sampson classroom (subsidiary of Uptown Education) S.M.I.L.E (1:1) 1x daily QuickReads research based fluency program (1:1 tutoring 30min 2x per week)</p>
<p>Mathematics</p>	<p>Everyday Math Games: all classes K-5 (daily) Achieve It: Small group instruction during the school day (daily) Math Steps: Small group instruction during the school day (daily) Technology: Cornerstone, Jumpstart, Math Rabbit, Millie’s Math House, Hot Dog Stand during the school day, (3-5 time weekly) Great Leaps Math (a one-to-one <i>math intervention</i> designed to build fluency in basic math facts) :</p>

	<p>paraprofessional one-to-one instruction during the school day (daily) 8th Grade Study Hall-tutoring/small group instruction Period 1(daily) Summer Success Mathematics Café Nine Breakfast Club-social skills, calculating money, food preparation (daily) Uptown Education-Online educational software targeting Math, Science, ELA and Social Studies (7 classes) during the school day and at home.</p>
Science	<p>Achieve Maximum Potential (AMP) reading system is a research-based and classroom-validated program that systematically increases fluency, builds vocabulary, and improves comprehension in Math, Science and Social Studies.1:1 para/student 2x daily (grades 6-8))-middle school program. Glencoe Science Reading Essentials- daily grades K-8</p>
Social Studies	<p>Rewards Plus-grades 6-8 daily</p>
At-risk Services provided by the Guidance Counselor	<p>Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day Coordination of intervention services with community agencies Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships Life Space Crisis Intervention(interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors) Therapeutic Crisis Intervention (Developed by Cornell University, TCI assists in preventing crises from occurring, de-escalating potential and actual injury to children and staff, and teaching young people adaptive coping skills) Guidance Intervention (additional counseling provided for students who are experiencing a crisis, as needed, during the school day) Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusive education Positive Behavior Intervention and Supports-PBIS- School-Wide Behavior Matrix-(Honesty, Empathy, Accountability, Respect, Triumph) participation by all students daily</p>
At-risk Services provided by the School Psychologist	<p>Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day Coordination of intervention services with community agencies Referral services: social, recreational, medical, and psychiatric Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships Psychological Intervention(re-directing, de-escalate behavior using LSCI and or TCI) to students who are experiencing a crisis, as needed, during the school day Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs</p>

	<p>and services for students at-risk, as needed, during the school day Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusive education</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day Coordination of intervention services with community agencies Referral services: social, recreational, medical, and psychiatric Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships Life Space Crisis Intervention(interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors) Therapeutic Crisis Intervention, crisis intervention program during the school day Responsibility Training Program, during the school day Guidance Intervention to students who are experiencing a crisis, as needed, during the school day Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusion.</p>
<p>At-risk Health-related Services</p>	<p>Referrals to mental health and psychiatric facilities for students in need of community interventions Agency referrals for students requiring assistive and augmentative devices that would promote independent ambulation</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Gary Hecht	District 75	Borough Queens	School Number 009
School Name Walter Reed School			

B. Language Allocation Policy Team Composition

Principal Robert Wojnarowski	Assistant Principal Donna Addison
Coach Yvonne Duffus	Coach type here
ESL Teacher Nancy Cabrera, ESL	Guidance Counselor Ana Mariano, Bilingual SW
Teacher/Subject Area type here	Parent Denise Vecchio
Teacher/Subject Area Gary Littman, Technology	Parent Coordinator Yolanda Jones
Related Service Provider type here	Other Michael Biancaniello, Classroom
Network Leader Adrienne Edelstein	Other

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	467	Total Number of ELLs	97	ELLs as share of total student population (%)	20.77%
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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. 

Administration of the Home Language Identification Survey (HLIS) is completed at enrollment, at the CSE level, by a trained pedagogue, within 10 school days of initial enrollment as per CR Part 154. Oral interviews in the native language, and the formal initial assessment is also done at the CSE level, by a trained pedagogue, within 10 school days of initial enrollment as per CR Part 154. Once a student is identified as speaking a language other than English (via the HLIS and oral interview) at home, the student is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In conjunction with the CSE our school also administers the initial screening and administration of the Home Language Identification Survey, Oral interviews, and the Lab-R, by Ana Cruz and Nancy Cabrera (who are both qualified pedagogues to administer the HLIS and LAB-R and who are certified ESL instructors at P.S. 009Q), within 10 school days of initial enrollment as per CR Part 154 when necessary. (Both ELL Teachers are proficient in Spanish.) The administration of the LAB-R in Spanish is determined by the Home Language Survey. At the beginning of each school year a review is conducted by Ana Cruz and Nancy Cabrera of the NYSESLAT results by student to determine English proficiency and whether or not the student continues to be eligible for ELL services. Based on the results, lessons are administered to address the students deficiencies within the four modalities.

At P.009Q we offer a Freestanding ESL program. At the beginning of the school year the parents of ELL's are contacted and met with by Ana Cruz and Nancy Cabrera, our ESL instructors, who inform them of all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) within 10 days of initial enrollment as per CR Part 154. Interpreters are used when necessary. Each programs details are discussed and include the process, outreach plan and timeline of each program and the expectations that will be required for success. There is continuous communication throughout the school year between teachers and parents.

Within the first 10 days of enrollment ELL parents are issued Entitlement letters according to LAB-R and NYSESLAT proficiency results via the CSE and during parent orientation. Parent Survey and Program selection forms are usually returned at the CSE level before student placement in our school. The NYSESLAT Tests are administered by Ms. Nancy Cabrera and Ms. Ana Cruz our two ELL instructors. ATS reports used to identify students to take the exams are: RLER (list of students eligible to take the LAB-R or NYSESLAT), RLAT (NYSESLAT scores for ther past three years), REXH (exam history report), RNMR (NYSESLAT scores and modality breakdown), and, HISE (individual exam history). Once we identify the students who are required to take the four modalities of the NYSESLAT Tests, their names are listed on a spreadsheet. As the students take the exams, we check off the test that was administered. This ensures that our students are completing the exams and the four modalities are being taken. Once the tests have concluded, we also double check that their score sheets are accounted for.

Placement of our ELL students is done at the CSE Level.

Review of the Parent Survey and Program Selection is usually done at the CSE level.

The only program model offered is a Freestanding ESL program, and is offered as an option to the parent during the initial CSE process.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	97
SIFE	6	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	14

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	63	5	63	20	1	20	14		14	97	
Total	63	5	63	20	1	20	14	0	14	97	

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
TOTAL	0													

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

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	2	10	7	8	4	7	20	6	7					71
Chinese														0
Russian					1		1							2
Bengali			1	2		4		3						10
Urdu						1								1
Arabic							1							1
Haitian							1	1						2
French														0
Korean		1												1
Punjabi														0
Polish							1	1						2
Albanian														0
Other		1					1	5						7
TOTAL	2	12	8	10	5	12	25	16	7	0	0	0	0	97

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?

P009Q has a Push-in and Pull-out organizational model in order to meet ESL mandates in English. Our Push-in model consists of the ESL teacher and regular classroom teacher collaboratively providing instruction to provide language acquisition and vocabulary support to our ELL's. Our Pull-out model consists of our ESL teachers providing English-acquisition-focused instruction outside of the homeroom.

The program model currently used within the Push-In model is heterogenous, where students of mixed English proficiency levels are provided ESL instruction. Our Pull-out model is homogenous, where students of the same proficiency level are provided ESL instruction.

Utilizing both Push-in and Pull-out organizational models students in ESL are taught in English using ESL methodologies and native language support for the specified amount of time as determined by their NYSESLAT scores.

As per CR Part 154 mandates, within both Push-in and Pull-out models, ELL's at the Beginning Level in grades K-9 receive 360 minutes of ESL instruction, Intermediate Level receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

Our instructional strategies are tailored to meet student needs. We provide academic content-area instruction in English using ESL methodology and instructional strategies, as well as using native language support to make content comprehensible. Instruction incorporates ESL strategic instruction using Total Physical Response, picture symbols (PECS), speech assistance devices, content scaffolding, project-based and communicative-based learning. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and meta-cognition. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies and Native language support is provided. ESL teachers use the same texts used in the classroom in the scaffolding. For standardized assessment students, Everyday Math, Impact Math, and Units of Study are used. With alternate assessment students, Functional Math books meeting the alternate assessment indicators are used. Differentiated instruction for our ELL's are provided by utilizing the Robinhood library resources, texts, and technology. The ESL teachers incorporate "Learning-by-doing" lessons in which students encounter language in real-life scenarios and activities. A typical project-based lesson may start with learning how to write a formal letter, peer/instructor correction with rubrics, and writing the final draft. Our program is designed to assist ELL's in achieving English proficiency for their grade and meet or exceed New York State and City standards. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year.

ELLs are appropriately evaluated in their native languages through cultural and academic discussions, reading, testing materials, observations, and parental contact. Instructional techniques used are the following: directions and test materials read in the native language, use of comparative phrases between the native language and english, on going conversations between the educator and student, games and role playing. Parental involvement is essential to determine the extent in which the student uses their native language in everyday activities.

A. Programming and Scheduling Information

Presently we have six students with interrupted formal education (SIFE). Our SIFE students are provided instruction in the both English and the Native language to acquire basic concept knowledge, critical knowledge, and English language proficiency utilizing content that reflects cultural interest. Services provided include tutoring, technology, community awareness, Project Arts, and Title III.

Newcomers are provided services that immediately respond to their social, cultural, and linguistic needs. Cross-cultural communication in a supportive environment is provided during instruction. Services provided are tutoring, technology, community awareness, Project Arts, and Title III.

Intervention services for ELL's receiving extension of services consists of debate team participation, Title III program, AIS, afterschool and early morning programming for intervention service, extra library access and scheduling. In addition we utilize many computer programs found on the Internet as well as widespread use of Smart Boards and communication boards that use Mayer Johnson symbols. We have also placed an emphasis with our related service providers to become an integral part of instruction. In addition, ELL's are exposed to follow-up activities in the home and community as a means of providing opportunities to enhance skills and to positively celebrate the cultures represented in our ELL population.

Intervention services provided for 'long term' ELL's consists of AIS, afterschool and early morning programming for intervention service, extra library access and scheduling, and ESL push-in services versus pull-out.

Due to the special needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL instruction incorporates Total Physical Response, picture symbols, and speech devices. Other students benefit from ESL methodologies that incorporate content scaffolding and project-based and communicative-based learning strategies.

Flexibility in instruction and scheduling is a reflection of the needs of our students. We incorporate differentiated instruction in both the classroom and ESL curriculums. Targeted instruction is a benchmark of our strategy and envelopes the individual learning requirements of our students. Due to our student's disabilities, flexibility in scheduling is essential to accommodate their needs. Flexibility in scheduling allows our students to have their mandated period(s) of instruction as well as giving the instructors the appropriate time necessary to have the most positive impact on their students. All of our students have a disability and spend time with their instructors and peers accordingly.

Courses Taught in Languages Other than English ⓘ

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

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

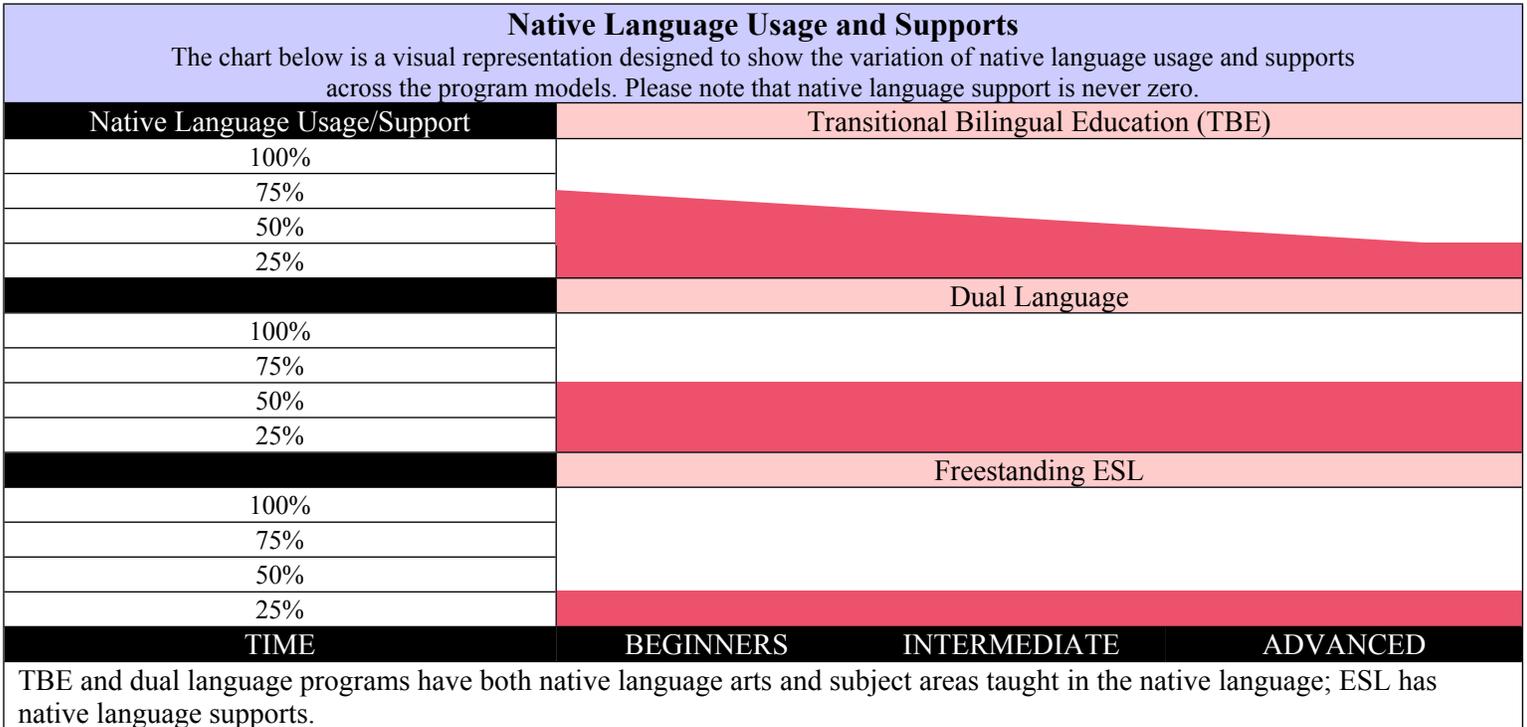
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

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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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?

Our intervention instructional strategies are tailored to meet student needs. Instruction is provided in English and the Native language when needed in ELA, math, and other content areas. The languages are Spanish, Chinese, Russian, Bengali, Urdu, Haitian, Korean, Punjabi, and Amharic. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native language instruction and translation of the core curriculum topics. Intervention instruction incorporates Total Physical Response, picture symbols (PECS), speech assistance devices, content scaffolding, project-based and communicative-based learning. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and meta-cognition. ESL teachers use the same texts used in the classroom in the scaffolding for intervention. For standardized assessment students, Everyday Math, Impact Math, and Units of Study are used. With alternate assessment students, Functional Math books meeting the alternate assessment indicators are used. We also utilize the Robinhood library resources to provide multicultural exposure via texts and technology for intervention. The ESL teachers incorporate "Learning-by-doing" lessons in which students encounter language in real-life scenarios and activities. A typical project-based lesson may start with learning how to write a formal letter, peer/instructor correction with rubrics, and writing a final draft.

For students who have reached proficiency in the NYSESLAT, a two year transition plan with related services is implemented. The transition plan consists of debate team participation, AIS, afterschool and early morning programming, and extra library access and scheduling. These former ELL's are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to the NYSED Board of Regents.

We will utilize more technology, including the use of Smartboards and purchase ESL software to address the academic needs of our ELL's. There are a number of on-line internet resources to help teach our ELL population. Along with the internet we use Mayer Johnson symbols and reading programs such as READ 180 to help our ELL students. Many of our students also have behavioral issues and in order to help them we use Life Space Crisis Intervention, Applied Behavior Analysis, and Choice Theory. We also utilize real time testing (Periodic Assessments) to give us important educational data including actual grade level achievements in English, reading, and math. The Periodic Assessments also point out the specific strength(s) in a specific discipline as well as those areas needing development.

There will be no discontinued services at this time. All of our programs are in place as well as related services. We have two ESL Teachers and ELL students are being served per their IEP's.

ELL students are afforded equal access to all school program. ESL instructors in the elementary and middle school collaborate and team-teach with classroom and cluster teachers in order to scaffold English language learning within the content areas and utilize Alternate Placement paraprofessionals to further assist in instruction by interpreting in the native language. We currently offer Title III After-school programming to address the needs of our ELLs. All ELLs are offered the opportunity to attend after-school programming. Title III instruction is conducted by an ELL instructor. It is an After School program based on reinforcing academic strategies that have occurred during normal school hours. In addition, the Program also offers teaching social and collaborative methodologies among all the ELL's. Through past performance and success, this Program is extremely beneficial to our ELL students.

Due to the individual needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. Technology used by ELLs include computer room access, Smartboard usage, and ESL software usage. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL instruction incorporates Total Physical Response, picture symbols, and speech devices. Other students benefit from ESL methodologies that incorporate content scaffolding and project-based and communicative-based learning strategies. In addition, both Ms. Cabrera and Ms. Cruz (our two ESL teachers) use a variety of books, workbooks, magazines, periodicals, music, and visual cues that help our ELLs learn different subject matter. These materials are curriculum based and enhance positive instruction and results.

In our ESL Program native language support is provided by our alternate placement paraprofessionals in our Freestanding ESL program.

B. Programming and Scheduling Information--Continued

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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?

1. Communication with families of the students serviced will be ongoing and continuous. Parental involvement will include workshops and questionnaires. The Parent Coordinator will develop resources and provide at least 2 workshops during the school year targeting the families of our ELL's. Parent orientation meeting will be conducted throughout the school year as well. An additional 2 workshops will be included during the After-School program. This will focus on instruction, extrinsic supports and internet based home activities that support instruction.

2. ESL Teachers, Parent Coordinator, and other related service staff members are constantly trying to involve ELL parents with organizations that will help their children and parents in both educational goals as well as advice on different subjects. The Parent Coordinator conducts workshops throughout the year with ELL parents. These workshops reflect important everyday life activities as well as any ELL issues. A translator is provided for these sessions. The Parent Coordinator has private individuals or government agencies speak at the workshops.

3. Parents are constantly contacted by both the ESL Teachers and the Parent Coordinator. There is a constant flow of communication to understand the needs of our ELL's parents.

4. Through constant contact by the school staff the needs of our parents are addressed through Progress Reports as well as scheduled meetings during the school year. Parent Teacher Conferences is a good way to find out the problems and opportunities that address the concerns our parents have. All parental concerns are taken seriously and addressed to resolve any issues. Translation services for our parents are provided through our diverse staff members or through TL Translation Services.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

All staff members at P. 009Q, including Assistant Principals, Subject Area Teachers, Paraprofessionals, ESL Teachers, Guidance Counselors, Special Education Teachers, Psychologists, Occupational Therapists, Physical Therapists, Speech Therapists, Secretaries, and Parent Coordinators, attend on-going professional development courses to assist in the instruction of our ELL students. Professional development will include but is not limited to the following: A Focus on Academic Oral Language and Vocabulary Instruction in Language Learning, Jose P. ESL Training, Why Are We Still Teaching the Wrong Grammar the Wrong Way?; and, The Multilevel ESOL Class: A Multitude of Opportunities for Language Development. Our professional development is geared toward the needs of our ELL's as required under CR Part 154. Professional development training sessions scheduled for the current school year are: Jose P. Training, Elements of a Good Lesson Plan for ELL's, Behavior Management for ELL's with Disabilities, Adaptive Books for ELL's with Disabilities, Literature of Immigrants, Immigration Influences, Administration of NYSESLAT, ELL Compliance including BESIS Training.

All services are included in the transition from one school level to another. The two ESL Teachers are instrumental in coordinating efforts with Guidance Counselors and other related service providers in transitioning students in their educational progression.

Jose P. Training is extended to all staff members in order to acquaint them with needs of our ELLs. This is essential to our continued professional development in this area. This training familiarizes our teaching staff with the awareness, needs, and approaches to instruction with ELL students. Records of Jose P. Training is maintained in the ESL teachers' compliance binders.

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3. Parents are constantly contacted by both the ESL Teachers and the Parent Coordinator. There is a constant flow of communication to understand the needs of our ELL's parents.

4. Through constant contact by the school staff the needs of our parents are addressed through Progress Reports as well as scheduled meetings during the school year. Parent Teacher Conferences is a good way to find out the problems and opportunities that address the concerns our parents have. All parental concerns are taken seriously and addressed to resolve any issues. Translation services for our parents are provided through our diverse staff members or through TL Translation Services.

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)	3	2	2	2	4	13	3	3						32
Intermediate(I)			1			1	1	1						4
Advanced (A)						1								1
Total	3	2	3	2	4	15	4	4	0	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5	5	1			6
6	1	2			3
7	3				3

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.

1. The assessment tool used to test the early literacy skills of our ELLs in grades K-3 is the ECLAS-2. There is a correlation between the results on ECLAS-2 and NYSESLAT scores. A score of attempted found on the ECLAS-2 correlates to the Beginning level found on the NYSESLAT results.

2. There are no patterns currently across proficiency levels and grade level due to each ELLs individual disability. Since many of our students have disabilities that prevent them from taking parts or all of the tests, each student's performance must be analyzed on an

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.

When reviewing the assessment data tables, please note the following:

New York State Test results both for NYSESLAT and ELA/MATH are influenced by the various disabilities found at P9Q. Due to the disabilities many of our ELL's are Alternate Assessment students and will not test due to their inability to take all or part of NYSESLAT or in the case of standardized ELA and MATH Tests do not take them at all. In addition, a high percentage of ELL students are diagnosed in the low cognitive range, non-ambulatory, non verbal, or physically disabled.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2								2
5	2		4						6
6	1		2						3
7	1		2						3
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

- The assessment tool used to test the early literacy skills of our ELLs in grades K-3 is the ECLAS-2. There is a correlation between the results on ECLAS-2 and NYSESLAT scores. A score of attempted found on the ECLAS-2 correlates to the Beginning level found on the NYSESLAT results.
- There are no patterns currently across proficiency levels and grade level due to each ELLs individual disability. Since many of our students have disabilities that prevent them from taking parts or all of the tests, each student's performance must be analyzed on an individual basis.
- Programming is decided upon individual ELL student NYSESLAT results and this determines the instructional direction and materials used to move students to master the modalities. Both Ms. Cabrera and Ms. Cruz (ESL teachers), use the results of the NYSESLAT Tests to determine the strengths and weakness of our Special Education pupils and use this data to create their daily lesson plans.
 - There are currently no patterns due to the results based on individual ability. Since many of the ELL's are alternate assessment students, there is limited test results.
 - The school leadership and teachers use the results of the Periodic Assessments to define the students strengths and weaknesses to then use differentiated instruction to improve academic deficiencies. Since many of our students are alternate assessment, standardized testing results are limited for review.

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.

When reviewing the assessment data tables, please note the following:

New York State Test results both for NYSESLAT and ELA/MATH are influenced by the various disabilities found at P9Q. Due to the disabilities many of our ELL's are Alternate Assessment students and will not test due to their inability to take all or part of NYSESLAT or in the case of standardized ELA and MATH Tests do not take them at all. In addition, a high percentage of ELL students are diagnosed in the low cognitive range, non-ambulatory, non verbal, or physically disabled.

Part VI: LAP Assurances

School Name: <u>Walter Reed School</u>		School DBN: <u>75Q009</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Wojnarowski	Principal		
Donna Addison	Assistant Principal		
Yolanda Jones	Parent Coordinator		
Nancy Cabrera	ESL Teacher		
Denise Vecchio	Parent		
Michael Biancaniello Classroom	Teacher/Subject Area		
Gary Littman, Technology	Teacher/Subject Area		
Yvonne Duffus	Coach		
	Coach		
Ana Mariano, Bilingual SW	Guidance Counselor		
Adrienne Edelstein	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q009** School Name: **WALTER REED SCHOOL**

Cluster: Network: **# 1**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

An inventory of the Home Language Surveys and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral communication services are provided in the language of preference. Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Polish, Italian, and Amharic are the ten non-English languages requested. There are a number of Bengali language families with students with severe disabilities that are recent immigrants to the United States. There are currently staff members who speak these languages and communicate with the parents. Translations of necessary information are provided whenever possible.

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.

Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Polish, Italian, and Amharic are the ten languages requested. Out of our 97 ELL students, 73% are Spanish speaking, 10% Bengali, and the other spoken languages are comprised of small percentages. Translation and interpretation service options were explained to the staff members working directly with LEP students.

Part B: Strategies and Activities

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

Written translation services are provided in-house for Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Punjabi, Italian, and Amharic. Documents are given, two days in advance of when they are needed, to in-house translators. If the need arises, we utilize the Department of Education's Translation Services to ensure that the school meets the necessary requirements. In addition, written communication is translated in the various languages to ensure that our parents know the progress of their children as well as any information the school may want to convey.

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 for Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Punjabi, Italian, and Amharic. Parents can also bring an adult interpreter as well. Oral interpretation can also be provided by the Department of Education's Translation Services. In addition, a targeted number of ELL students will be provided direct instruction during an after school program. Parents will be invited to participate during these 2 days/2 hours of instruction in order to provide strategies and instructional methodologies that could be utilized in the home to maximize extrinsic academic supports. Current testing data supports increasing AIS for targeted students to facilitate academic improvement. Increasing instructional time and supports for targeted ELL students will effectively address academic deficiencies.

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>.

Within the first 30 days of the 2011-2012 school year, we will audit the requested parent languages. All limited-English parents will be notified of the school translation services via notices and home phone contact. We will utilize the assistance of the Department Of Education's Translation and Interpretation Unit when necessary.

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: Walter Reed School	DBN: 75Q009
Cluster Leader: Gary Hecht	Network Leader: Adrienne Edelstein
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ELL population at P. 009 Queens Main Site is distributed across grade levels, Kindergarten, 1st Grade, Second Grade, Sixth through Eighth Grades. The broad distribution of ELL's throughout the grade levels prevents group instruction during the course of the instructional day in a classroom model. We use a free-standing ESL Program with two types of class ratios: 12:1:1 and 8:1:1. ESL instruction is provided to ELL's with the following disabilities: Emotional Disability, Autism, Multiple Disabilities, Cognitive Deficiency, and Intellectual Disability. ESL instruction is provided through both push-in and pull-out models in accordance with IEP mandates, NYSESLAT Scoring, and programming to accommodate individual student or group needs.

P. 009 Queens Main Site is comprised of 22 ELL students. The number of children and the languages they speak are the following: 17 Spanish, 1 Burmese, 1 Chinese, 1 Korean, 1 Polish, and 1 Russian. Assessment data reveals that 17 out of the 22 ELL students are evaluated in alternate assessment and 5 in standardized assessment.

Instruction is individualized to meet each student's needs. A licensed ESL instructor provides the service in consultation with the classroom teacher to effectively scaffold instruction in the content areas. Instruction is also targeted for standardized and alternate assessment students. Techniques employed for the alternate assessment students incorporate Brigrance, NYSAA, and PECS. Instruction for standardized students aligns ESL instruction with the uniform curriculum assisted with AIS targeted interventions. Text and other instructional materials are parallel to classroom materials and supplemented with bilingual libraries and software designed to enhance instruction.

The following list highlights the students who will be attending TITLE III by grade level: Grade 6 = 7 students, Grade 7 = 3 student, and Grade 8 = 2 student. English will be the language of instruction. There will be one certified ESL teacher, one paraprofessional, and the principal will be active participants in the program. The participating students will be comprised of one group of 12 children in a 12:1:1 ratio. The Title III instructional program will take place every Tuesday and Thursday over 21 weeks with a total of 50 sessions. Each session will be from 3:00PM to 5:30PM. The program dates for 2011 are: November 15, 17, 22, 29, December 1, 6,8,13,15,20,22. The program dates for 2012 are: January 3, 5, 10, 12, 17, 19, 24, 26, February 2, 7, 9, 14, 16, 28, March 1, 6, 8, 13, 15, 20, 22, 27, 29, April 3, 5, 17, 19, 24, 26, May 1, 3, 8, 10, 15, 17, 22, 24, 29, 31.

This year's Title III instruction will be conducted via thematic units which will include American government structure, practices, and ceremonies. We will utilize internet pod casts, ipads, online archived government ceremonies, a variety of books, and government issued pamphlets, magazines, and newspapers. Learning experiences will include the American electoral process, citizenship, and ceremonial traditions. Title III instruction is in alignment with ESL and content area standards with an

Part B: Direct Instruction Supplemental Program Information

emphasis on the the following Curriculum Standards ESL Standard 5 - Students will demonstrate cross-cultural knowledge and understanding for all grade levels and language proficiency levels; ELA Performance Standard E4 - Conventions, Grammar, and Usage of the English Language; Social Studies Standard E5 - Civics, Citizenship, and Government; and, Alternate Assessment AGLI's chosen by the classroom teacher to scaffold classroom portfolio. This instruction will foster a better understanding of the levels of government and their functionality in everyday life. It will also serve as a celebration and understanding of American culture. This instruction also integrates the study of two important courses of study, English and Social Studies and reinforces classroom curriculum and New York State instructional standards.

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: Title III staff (principal and ESL teacher) will conduct six sessions of teacher professional development on a Monday of each new month for 45 minutes between 3pm and 3:45 pm . The reason for these professional development sessions is to heighten the academic needs of the ELL population as well as serve as a collaborative effort between the ELL Staff and instructional staff. Staff development sessions will take place on December 5, 2011, January 9, 2012, February 6, 2012, March 5, 2012, April 2, 2012, and May 7, 2012. The Title III staff will lead the professional development and discussions will include library usage on how to choose appropriate reading materials in the native and English languages; manageable rubrics and scoring techniques that assist in monitoring the English Language Learners success in listening, reading, writing, and speaking; training in technologies that can be used to bridge the gap between ELL's disabilities and English language proficiency; and, techniques and tracking measures that can be used in addressing the needs of our long-term ELL's. The principal and ESL teacher will share instruction at each training session. Training materials chosen for the professional development sessions will mesh the theme of government with the training topics. Ms. Cabrera (ESL teacher) will be attending the following District Professional Development Meetings as well during the 2011-12 school year: Behavior Management for ELL's with Disabilities, Adaptive Books for ELL's with Disabilities, Literature of Immigrants, and Immigration Influences.

Part D: Parental Engagement Activities

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: Communication with families of the students serviced through Title III funds will be ongoing and continuous. Parental involvement will include workshops, questionnaires, and the opportunity to participate in the Title III Program . Parents and children of Title III ELL students will be invited to attend the workshops. Language interpretation services will be provided via the paraprofessional. The paraprofessional providing language interpretation to parents of ELL's will also be employed as the paraprofessional during Title III programming, offering interpretive services in Spanish. Translated letters, memos, and brochures will be made readily available to parents of ELL's. Staff is available for translation services if necessary and all communication will be translated for families in which English is not the primary language in the home. The Parent Coordinator (Yolanda Jones) will develop resources and will provide workshops during the school year targeting the families of our ELL's. The workshops entail practical applications for daily living. The workshops also include the government's role in several of these topics. The governmental discussions ties into the Title III theme of government. The workshops tentatively scheduled are: November 9, 2011 - Guardianship, December 6, 2011 - Procure (Clinical Services), January 12, 2012 - Medicaid Services, January 19, 2012 - High School Preparation, February 9, 2012 - ARIS, March 15, 2012 - Energy Saving, April 19, 2012 - Nutrition. Parent orientation for the extended day after school program will take place during the third week of November 2011.

Part E: Budget

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

Allocation Amount: \$14564

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	\$5,247	1 Teacher x 50 sessions x 2.5 hours x 41.98 = \$5,247
(schools must account for fringe benefits)	\$3,612	1 Paraprofessional x 50 sessions x 2.5 hours x 28.89= \$3612
• Per session	\$3,916	1 administrator x 50 sessions x 1.5 hours x 52.21=\$3,916
• Per diem	\$420	Professional development 1 teacher x 5 sessions x 2 hours x 41.98+ 420.
	\$289	1 paraprofessional x 5 sessions x 2

Part E: Budget

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

Allocation Amount: \$14564

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		hours x 28.89= \$289
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1080	Ipads = 3 x \$354= 1062 Composition notebooks= \$1.50 x 12=\$18
Educational Software (Object Code 199)	???	????
Travel		
Other		
TOTAL	14564	14564