



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE BELLAIRE SCHOOL P. S. 135

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q135

PRINCIPAL: GEORGE T. HADJOGLOU **EMAIL:** GHADJOG@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

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
George T. Hadjoglou	*Principal or Designee	
Rana Quamina	*UFT Chapter Leader or Designee	
Lizanna Rahaman	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
None	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Richard Braun	Member/Teacher, Chair	
Laura Kearney	Member/Teacher, Secretary	
Kathleen Rivera	Member/Teacher	
Bienvenida Sanchez	Member/Teacher	
Seeroginee Sewnauth	Member/Parent	
Chandi Sarjo	Member/Parent	
Rozanna Bactawar	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, teachers will demonstrate increased capacity to interpret and use data effectively in informing and individualizing instruction to improve student performance as measured by a 5% increase in the number of children scoring on grade level based on the Teachers' College (TC) assessments

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.

There is always a need to improve the use of data. This goal grows not only out of this fact but also out of the request of teachers for additional training in the interpretation of data. One of the fundamentals of our educational philosophy is that each child must be treated as an individual rather than as part of a group (ELL, Special education etc) In order to accomplish this teaching staff must become more adept in the use of and interpretation of data available for each child.

- The school will administer the Interim Assessments in ELA and Mathematics to students in grades 3-5, five times during the year.
- The TC assessments, will be administered to all the children in K-5. In addition to the fall and spring administration the children will be assessed each time the teacher feels that they have progressed to a new level.
- In the subject areas of Mathematics, Science and Social Studies program unit tests will be administered to all the students (where available)
- Teachers will be trained in interpreting not only an individual child's results but also an item analysis for their class.
- Teachers will meet with their supervising Assistant Principal three times each year to discuss the progress of their students. At these meetings part of the discussion will center on the results of the Interim Assessments and each student's progress.
- Prior to these meetings the teachers will have used the TC system to assess the students just right book level. Forms will be developed for the assistant principals to report to the principal the results of these meetings. At these meetings with the principal, target levels will be established for each student and communicated with the teachers. Students are expected to meet those targets by the next benchmarking period.
- Teachers will select an area of need to focus on for each child in reading, writing and mathematics. At a meeting with the Assistant Principal the strategy to be used will be identified. At subsequent meetings a review of progress will be held and either a new strategy or a new focus will be identified.
- Each student in grades 2-5 will be required to complete a self-evaluation in areas of reading, writing and mathematics at least 3 times during the year. As part of this process the child will identify areas that he/she deems strengths and weaknesses. After the self-evaluation form is completed the child will then conference with the teacher to discuss the results. In grades K and 1 this process will occur at least 2 times during the year
- Data binders will be created where the results of the various sources of data printed out for each child will be stored as well as summaries for the class.

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.
 1. Results of all assessments will be shared with the parents.
 2. Workshops will be organized to ensure parents are knowledgeable in reading and interpreting the results of the assessments.

3. Translation services will be provided where possible.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are highly qualified

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 #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.

The libraries in the school will be upgraded.

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.

In examining the classroom libraries with a view toward the Common Core standards a need was found for a significant upgrade of the non-fiction collections both within the classrooms and in the school library.

Instructional strategies/activities

- 1- Librarian, assisted by the literacy coaches, will take an inventory of the books in the school library. Specific titles and genres will be indicated as needed.
- 2- Classroom teachers, assisted by the literacy coaches, will inventory their classroom libraries to note which books need to be replaced as well as what categories of books need to be expanded. Specific genres and titles will be recommended as needed.
- 3- The Assistant Principal for literacy will report to the principal regarding the need of each specific grade as well as the school

library.

4- **Books will be ordered.**

5- **A group will be sent to the Scholastic warehouse to purchase “gently used” books and books available with special offers.**

6- **A book drive will be held by the members of the US customs and border patrol at Kennedy Airport to benefit our libraries.**

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.

A list of books needed will be given to the PTA.

Classroom teachers will give a list of books needed for their library to parents.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are highly qualified

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.

All funding sources available will be used. NYSTL Hardware and Software funds will be transferred to Library to be used for this purpose if needed.

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.

A unified ELA program will be implemented that fully satisfies and complies with the mandates of the Common Core Standards, as measured by students' performance on the ELA rigorous writing performance task.

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.

Over the past several years our results in mathematics have far outstripped the results in ELA. Teachers have expressed a feeling that one of the primary reasons for this is that we have a textbook based program for mathematics but not for ELA. Last year a committee of classroom teachers investigated various publishers programs and selected "Treasures" as the ELA program that best meets the needs of our students.

Instructional strategies/activities

- 1) Treasures is a research based program that meets the mandates of the Common Core Standards
- 2) All parts of the program will be used
- 3) Treasures will be ordered for all grades from Kindergarten to Grade 5
 - (1) All NYSTL Textbook funds will be used for this purpose
 - (2) Any additional funds necessary will be used
 - (3) Negotiation will be entered upon with the publisher's representatives to enable us to get all ancillary parts of the program gratis
4. Professional development will be scheduled for classroom teachers at the beginning of September so that they can learn how the program can be best used
5. A publisher's consultant will be available at least two times during the year to answer teacher's questions and provide additional support.
6. Access to the on line version of the material will be secured for all the teachers and students
7. By February grade leaders will collect data from the classroom teachers on their grade indicating what additional professional development they require in order to more effectively use this program.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are highly qualified

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 #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, teachers will meet in teams in order to examine student work and plan jointly to identify gaps in students' learning and align with the Common Core Learning Standards.

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.
Although there have been common prep periods for the past several years, the time available for the teachers to meet in many cases has not been sufficient. There have also been teacher who have not participated in those meeting simply because they have not been mandatory.

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.
- **The school program will be constructed with common preps for each grade**
- **Every full week of school the teams will have an extra (sixth) prep so that on that day the teams have a double period to meet (100 minutes)**
- **Grade specific teams of teachers will be created**
- **Team leaders will be selected for each team**
- **The team leaders will be trained in protocol for leading discussion**

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

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.
By June 2012, the school will develop and implement rigorous Common Core Learning Tasks in ELA and mathematics, examine student work, reflect on teacher work related to implementation in order to improve student outcomes.

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.
 - PD will be provided for the administrative team
 - PD will be provided for the grade team leaders
 - PD will be provided for the teachers within the teams
 - Meetings will be held enabling teachers to work collaboratively in developing these tasks. First the ELA task then the Mathematics task
 - The tasks will be disseminated to all grades to ensure that there is a seamless flow between grades
 - Rubrics will be developed by the teachers for the tasks.
 - Once the tasks and rubrics are developed they will be administered to the students
 - Our objective is to administer the ELA task during the month of January and the Math task during the Spring

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.
 1. Parents will be made aware of the CCLS rigorous tasks in writing.
 2. There will be workshops planned for parents to explain both rigor and the specific tasks and rubrics.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are highly qualified

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.
 1. Various resources will be used to create a "Character Education" program.
 2. This program will provide the sixth prep for the classroom teachers

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	7	3	N/A	N/A	2	0	1	0
1	49	21	N/A	N/A	2	0	2	0
2	68	68	N/A	N/A	1	0	2	0
3	62	16	N/A	N/A	1	0	2	0
4	106	42	0	0	5	0	3	0
5	92	69	14	0	2	0	3	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Various 2. One on one and small group 3. During the day
Mathematics	<ol style="list-style-type: none"> 1. Various 2. One on one and small group 3. During the day
Science	<ol style="list-style-type: none"> 1. Various 2. One on one and small group 3. During the day
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	One on one and group counseling
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	One on one and group counseling
At-risk Health-related Services	N/A

**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.

Mission Statement

P. S. 135 Q. is a successful school because its parents, children and staff collaborate to produce academic excellence in all disciplines for all our students including English Language Learners, special education and high achieving students. P. S. 135 is a diverse, collaborative school community committed to providing varied and meaningful appropriately differentiated educational experiences in a multicultural setting through Standards driven curricula.

We are committed to programs (including Extended Day and Extended Week) that challenge our students intellectually, within a nurturing environment. We consider the development of civic and social skills, character, self respect and respect for others, achieving high standards, and creating life-long learners as fundamental ingredients in the success of this school.

As P. S. 135 students we work hard to be the best we can, both academically and socially!

Parent/Student Handbook



The Bellaire School
P. S. 135, Queens
207-11 89th Avenue
Queens Village, New York 11427
Phone (718) 464-2119
Fax (718) 464-8448

George T. Hadjoglou, Principal

The Bellaire School – P. S. 135, Queens

George T. Hadjoglou Principal

Assistant Principals

**Pascale Benjamin
Beverly Medina
Denise Tart-Sultan**

**Literacy Coach
Stefani Dezorett**

**Math Coach
Andrea Mitchell**

**Parent Coordinator
Jennifer Groce**

**Health Coordinator
Sheila Kutner**

**Behavior/Attendance Coordinator
Erin Egerton**

HOW TO MAKE AN APPOINTMENT WITH THE TEACHER

Parent-teacher conferences are scheduled for one afternoon and one evening during the fall and spring semester. Parents will be notified by notice distributed to the students and on the monthly calendar issued by the school. From time to time a parent wishes to speak with their child's teacher other than during open school meetings. The proper procedure is to send a note with your child requesting an appointment. An alternative is to call the school and ask that a note be placed in the teacher's mailbox. A third way is to leave a voice mail message for the teacher. These procedures must be followed in order to prevent the interruption of instruction. For the same reason, no phone calls will be put through to the classrooms. In emergencies please ask to speak to one of assistant principals, the parent coordinator, the dean or guidance counselor.

Your child's teacher will be sending home a letter giving his or her voice mailbox as well as the voice mailboxes of all the teachers who teach the class. If you need to contact a teacher or other staff member who is not listed on this letter, please contact the receptionist at (718) 464-2119 ext. 2640 who will be able to provide this information to you.

ASSEMBLY

If your child's class is putting on a performance we would like to welcome you to see it. Please come to the security desk at the main entrance and let the officer on duty know that you are at school for an assembly performance. **Be certain to bring identification with you.** In order not to negatively impact on children's education, siblings are not allowed out of class to see a performance.

**PLEASE REMEMBER THAT ANY TIME YOU COME INTO THE SCHOOL YOU MUST HAVE
APPROPRIATE IDENTIFICATION WITH YOU AND PRESENT THIS TO THE SCHOOL
SAFETY AGENT AT THE DOOR.**

WHAT IS REQUIRED

Medical Forms – Your child’s doctor must complete these forms. Every child must have one on file.

Immunization – By law no child may attend a New York City public school without proof of proper immunization. Be sure that you have supplied the office with this proof. Immunization must be kept current. There are occasions where although the child has been immunized properly for the beginning of school there are other immunizations that become due. If proof of these is not received a reminder letter will be sent by the office. In cases where proof is still not brought in the child must be excluded from school.

Dental Notes – Each child must be taken to visit the dentist once each year. The dentist must fill out a form indicating that the child has been examined and is either under treatment or has completed the treatment.

Emergency Home Contact Card – Emergencies or illnesses do occur during the year. We must be able to contact you or a close relative or friend who can pick up your child. These important names, addresses and phone numbers must be accurately filled out on the blue card. If you work, be sure to list the phone number of your place of business. **In addition please be aware that only the people listed on the emergency contact card are allowed to pick up your child from school.**

If any information regarding your address, phone number or who is permitted to pick up your child from school changes during the year the school must be notified immediately.

Dear Students and Parents:

I would like to welcome you and your child and sincerely hope that this will prove to be a very successful and rewarding year. Our entire staff is looking forward to making this year a positive educational experience for everyone.

As partners in education, we encourage your full participation in your child's learning by supporting our "Home reading program" and helping with homework. Parents are encouraged to become involved in our school by becoming school volunteers and being active in our Parent Teachers Association.

We hope that this handbook will provide important information regarding school procedures, rules and services and allow greater communication between home and school. It is my hope that parents can understand the school's/teacher's goals and work closely with us so that your child's achievement and performance levels are raised.

TOGETHER IN EDUCATION

Sincerely,

George T. Hadjoglou
Principal

GETTING ACQUAINTED

The following list will provide you with the names of staff members who may have contact with you or your child during the school year.

Principal

George T. Hadjoglou

Assistant Principal (Second and Fifth Grades)

Ms. Pascale Benjamin

Assistant Principal (First and Fourth Grades)

Ms. Denise Tart-Sultan

Assistant Principal (Kindergarten and Third Grades)

Ms. Beverly Medina

Parent Coordinator-*Ms. Jennifer Groce*

Behavior/Attendance Coordinator-*Mr. Erin Egerton*

Health Coordinator-*Ms. Sheila Kutner*

Guidance Counselor-*Ms. Ruth Schweky*

School Psychologist-*Dr. Patricia Skoulos*

School Social Worker-*Ms. Judy Munoz*

Pupil Accounting Secretary-*Ms. Andrea Last*

Family Assistant/Transportation – *Ms. Miriam Barriero*

Attendance Aide – *Ms. Samantha Quintana*

Attendance Policy – The Chancellor’s regulations require that every child attend school at least 90% of the time in order to qualify for promotion to the next grade. Children cannot learn if they are not in school. Good, steady attendance is a must if learning is going to take place. The attendance incentive plan will be implemented to provide a sequence of rewards for students and classes whose attendance is exemplary. **Please**

Note: **New York State Education Law does not permit students to be pulled out of school for family trips. This constitutes an illegal absence.**

Punctuality – The entrance leading to the cafeteria will open each day at 7:45 and remain open until 8:30. After that all late children must use the main entrance to the school. Children unaccompanied by a parent may be sent to the deans’ office in order that their parents can be notified about their lateness. ***Remember that perfect attendance means that there are also no days where the student was late.***

Homework Policy – Homework appropriate to the grade level will be assigned daily. The classroom teacher as well as any other teacher who interacts with the student will give these assignments. It is important that the homework is done on a daily basis since it provides a practice and review session for the student and also provides a way for the teacher to assess how much the child has learned of the lesson when it is checked the next day. Parents will be contacted when a child does not do the homework. **Parents may assist their children with understanding the assignment but should never do the assignment for them.** If there are reasons why your child is unable to do the homework on a particular day, send a note to the teacher detailing the reasons.

School Supplies – It is important to provide your child with the supplies that the individual teacher requires. This will make it possible for the student to perform at the highest possible academic level.

SCHOOL DISCIPLINE POLICY

- Since every child has the right to attend a safe school, students will not be allowed to fight either verbally or physically.
- A quiet school helps students to learn. Therefore children will not be permitted to yell or scream in the halls, classrooms or stairwells.
- All students must walk in school since running causes accidents.
- Since all students should respect the property of others no one may steal or damage property that belongs to others.
- Correct speech is an important part of a good education. Therefore the use of profane words will not be tolerated.
- Students must show respect to adults and other children.
- Children must use good table manners in the cafeteria.
- Children are expected to work to the best of their ability by completing their classwork and homework.
- In the morning, children are expected to report to school on time. Repeated lateness will not be tolerated.
- At dismissal all children must go directly home in order to ensure their own safety.

Safety Patrol

Third, Fourth and fifth grade students assist with a number of safety and security tasks such as:

Mr. Egerton, Advisor

Bus Patrol Monitors
Early Line-up Monitors
Lunch Monitors
Breakfast Monitors
Ushers at school-wide events

Some of these students selected receive approved Automobile Club training.

Weather Station Club
Advisors

Ms. James & Ms. Greenfield,

Students prepare and give weather reports each morning over the school public address system

Second Language

Various Teachers

Students in our gifted program study various second languages (Arabic, Greek, Russian and Spanish)

Student Council

Mrs. Aimee Reitzin

Students participate in various community service projects

SWOT

Ms. DeZorett, Advisor

Students learn the entire process of writing and publishing book in conjunction with Scholastic Book Clubs

At risk students are those who fall into any of the following categories:

- Not meeting City or State Performance Standards
- Achieve below a performance level of 3 on academic areas
- Demonstrated behavioral problems or poor adjustment in school
- Engage in disruptive or aggressive behavior toward others
- Have an unsatisfactory record of attendance or punctuality
- In need of improving their language skills because of being English Language Learners or speakers of an English Dialect
- Newly arrived students with little or no prior education
- Have educational “gaps” and lack adequate academic preparation

The selection of students to receive services is based on multiple bases including diagnostic and standardized tests, portfolio assessment, recommendations from teachers, counselors and administrators. Parents may be consulted to provide relevant information and social histories.

Students who fall into these categories may be offered interventions such as:

- Training for classroom teachers so that they can provide additional assistance for students by individualizing education.
- Out of the classroom teachers
 - 1 Reading Teachers
 - 2 GETSS
 - 3 Academic Intervention Teachers in various subject areas
 - 4 Resource Room Teacher (SETSS)
 - 5 English/Spanish Dual Language Education
 - 6 Academic area cluster teachers
- Among others, these are programs that are used for small group instruction during our morning Academic Intervention period.
 1. Great Leaps
 2. Voyager
 3. Leapad
 4. Computer Assisted Instruction
 5. Wilson

- Reduced student to teacher ratio where possible
- Intervention by Behavior Modification coordinator
- Guidance
- English as a Second Language teachers
- English as a Second Dialect teachers
- SIFE program
- School based support team
 - 1 School Psychologist
 - 2 Social Worker
 - 3 IEP Teacher
 - 4 Family Assistant
- Extended School Day Programs (where funding permits)
 - 1 Project Sunrise
 - 2 Project Sunset
 - 3 Project Weekend
 - 4 YMCA Extended day program

Workshops are provided for parents to enable parents to assist their children in educational and social ways.

In serious cases the School Based Support team is able to provide assistance for parents wishing to investigate if their child has learning disabilities that need to be addressed.

BUS CHILDREN

Kindergarten, first and second grade children living at specific addresses are eligible to ride the school bus. Bus application must be filled out and returned to the Main Office before a bus tag will be issued. The application will include a list of all bus stops/routes. Children riding the busses will wear name-tags that identify them as bus children of P. S. 135 and indicate which bus they are riding. Children **must** wear this tag every day or they will not be allowed on the bus. If your child normally rides the school bus you must notify the teacher **in writing** on any day when you do not wish him/her to take the bus. Without this note your child will be put on the bus. There must be someone be at the bus stop to meet your child when the bus gets there. There are Board of Education Metrocards available for certain children in the upper grades depending on their address. If you feel that you child should be eligible to receive a metrocard or to ride the school bus, please contact Ms. Barrierio in the main office.

SCHOOL UNIFORMS

All New York City schools children **must wear uniforms**. Our students are accustomed to wearing our school uniform. It is required of all students to be dressed properly. Many parents enjoy the convenience and economy of dressing their children in the uniform each day. For girls, the uniform consists of a white blouse, navy blue jumper or skirt and a blue tie. Boys wear navy blue trousers, a white shirt and red tie. A navy blue cardigan sweater is also part of the uniform for both boys and girls. It is expected that children will wear dark shoes as part of their uniform. We want our children to understand the importance of proper dress when coming to school. Please discuss this with your child. Early in September, information will be disseminated regarding the availability of a “gym uniform.” This can be purchased through the school.

THE SCHOOL DAY

Breakfast Program – Breakfast is available to eligible children beginning at 7:45 in the morning. Children may be brought to the doors leading directly into the cafeteria from the park.

Morning line-up – At P. S. 135 we are continuing the practice of lining up in the hallway outside the classrooms for students in grades 1-5. These students will go upstairs using the stairs immediately to the left of the student entrance. They will be seated in the designated area outside their classrooms and take out books to read. Kindergarten children will enter the building through the same student entrance and proceed to the cafeteria. Tables will be designated for each class where the students will be seated and take out a book to read. Teachers and paraprofessionals are assigned to supervise the students in all the areas.

Lunch – There are two lunch periods. Kindergarten Second and Fourth graders eat from 11:10 to 12:00, First, Third and Fifth graders from 12:10 to 1:00. The lunch period consists of a recess period as well as lunch. During nice weather recess will be outside. It is important that they wear proper shoes and outer clothing. Some children in the lower grades may also have a snack period during the morning or afternoon. If your child's teacher tells you that there is a snack period you may provide healthy foods such as fruit, raisins, nuts, dry cereal or juice. Do not send soda, cookies candy or cakes. If you send lunch from home for your child, be certain that your child knows whether it is lunch or snack. If there is any question about this please contact your child's teacher. Any beverages for lunch or snack must be sent in **glass free** containers. If your child has any special dietary needs, please be certain to notify the teacher.

Dismissal – Dismissal is at 2:50. Third and Second grade students are dismissed through the same entrance used to enter in the morning. Fifth grade students will be dismissed through the main entrance to the school. Kindergarten, first and Fourth grade students are dismissed at through the inner courtyard. Children in kindergarten, first and second grade are to be picked up at dismissal. If no one is there to meet them, their teacher will bring them to the cafeteria where they will be supervised. At 3:00 o'clock these leftover children will be brought to the hallway outside the main office so that phone calls can be made to their homes. At this point the person picking up the child must formally sign the child out. Records will be kept of any children who are not picked up in a timely fashion. Children in the remaining grades should be instructed by their parents where to wait outside the building.

BALLROOM DANCING

The Parent Teacher Association has agreed to fund our Ballroom dancing program.

A dance instructor has been engaged and will begin in November with our fourth grade students. The children will have dance instruction two periods each week for ten weeks. In the Spring our fifth grade students will be exposed to a similar program.

If students do not comply with the rules, the following consequences will occur:

- 1 After the first violation, the teacher will speak to the student about the school rules.
- 2 After the second violation, the teacher will contact the parents of the child by note or telephone.
- 3 After the third violation, the parent must come to school to meet with the teacher.
- 4 After the fourth violation the parents must meet with the Dean and/or Guidance Counselor.
- 5 After the fifth violation, the students' parents must meet with the Assistant Principal in charge of the grade.
- 6 After the sixth violation, the parents of the student must meet with the Principal of the school, since repeated acts against school rules demonstrate serious behavior problems.

In cases of serious infractions of the rules some or all of the above outlined steps may be skipped.

Throughout this entire process P. S. 135 complies with the Chancellor's regulation involving student behavior.

**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 Debra Maldonado Joseph Blaize	District 29	Borough Queens	School Number 135
School Name The Bellaire School			

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

Principal George T. Hadjoglou	Assistant Principal Beverly Medina
Coach Andrea Mitchell	Coach Stefani DeZorett
ESL Teacher Richard Braun	Guidance Counselor Ruth Schweky
Teacher/Subject Area Jacqueline Stanford/ESL	Parent Lizanna Rahaman
Teacher/Subject Area Jeannette Villatoro/ESL	Parent Coordinator Jennifer Groce
Related Service Provider Rochelle Alter/Speech	Other
Network Leader Joseph Blaize	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	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	32
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	1059	Total Number of ELLs	102	ELLs as share of total student population (%)	9.63%
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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. 

ELL students are identified for language services by the information provided in the student's Home Language Identification Survey (HLIS). The HLIS is completed by parents of first time registrants into the NYC school system. When parents enroll their children in our school, they are given this language survey as part of their registration packet. The pupil accounting secretary conducts an informal interview with the parent to ensure compliance and accuracy on the HLIS. If any intervention is needed an ESL teacher can be called upon to help with the process. There is a teacher present for each HLIS regardless of the situation. Teachers represent the student's interests in an informal interview. Teachers ensure that questions are answered accurately. Due to complex scheduling, we cannot provide the same teacher for each HLIS, but we do provide the assurance of a teacher for each interview. Our staff can provide support in many languages. We can provide help in English, Spanish, Creole, Bengali, Urdu, Hindi, and Punjabi.

The parent survey asks a variety of questions to determine if the child is a candidate for our ESL program. The survey inquires which language is used at home for the preferred means of communication. If the parent does not understand or speak English, our school provides a translator or uses the NY DOE translation unit to assist the parent in completing this survey. We also provide the parent with a translated copy of the HLIS (provided by the NY DOE) of most common languages spoke in our city, when it is determined that there is a second language spoken by the parent. The HLIS asks which language the child speaks, listens to, reads and writes. Most importantly, the survey asks which language does the child understand. These questions are the indicators to determine the preference and dominance of language at home or in the student's previous school. If there is any indication that the family uses more than one language at home, it is up to the staff member to interview the parent, and or the child to determine if there is a second language and if the form is filled out correctly. The HLIS is then forwarded to the ESL teachers, who determine if the student is eligible to be assessed with the LAB-R. This is done using the ½ model from the HLIS. If a parent's answer acknowledges a second language once for questions 1-4, and then twice pertaining to questions 5-8, then the student is eligible to be assessed by an ESL teacher using the LAB-R.

Once a child is identified as eligible for testing, we administer the LAB-R assessment. The LAB-R (Language Assessment Battery-Revised) is used as an initial formal assessment to measure student's proficiency level in English. The assessment must be administered within the first ten days of the child's admittance into the school. The exam determines the student's reading, writing, listening and speaking proficiency skills in English. The LAB-R is an entry assessment administered only one time to each eligible student. Based on the overall performance, a student will receive mandated services. Spanish speaking students that do not attain the required passing level of proficiency will also be given a Spanish LAB-R exam. This native language examination will allow ESL personnel to understand the child's native language skills that can transfer over to their L2 acquisition. These services will vary depending on the English proficiency level. A minimum of 180 minutes weekly of standards based instruction are provided to students who have achieved an advanced level of mastery. Students who are in need of more support scoring on an Intermediate and/or Beginning Levels will receive a minimum of 360 minutes of weekly differentiated instruction. Once it is determined from the student's score, that he/she is eligible for instruction, our ESL teachers send home an entitlement letter with the child's score indicating student's eligibility for services. The letters are sent home with the students. Native language entitlement letters can be provided if necessary. If parent choice letters are not returned the ESL teachers will send a second notice letter. If this is not returned the teachers will call parents and inform them of the letters and the need for them to be returned. The last resort for teachers is to wait for parents at the end of the school day and share the information with them in person.

Parents have the opportunity to choose which program they prefer. Letters are provided to parents in the family's native language. Letters and student identification is completed within ten days of registration. These letters are organized by the ESL teachers and then sent home with students. The letter informs parents that they have a say in the programs that best suit their child. Parents have a choice of two different programs at our school. We offer a Spanish language Dual Language Program and free standing pullout ESL sessions. We do not offer a traditional bilingual program. Dual Language teachers are fully certified in bilingual education. Our ESL

teachers are fully certified in ESL. The letter also includes a website where parents can go to view the NYC DOE video describing the different programs. Parents are invited to an orientation meeting to meet the ESL teachers and to further th explanation of the programs offered at our school. The parent choices are determined by the parent and logged into the ATS ELPC window to record the parent's preference. We do our best to accommodate the parents choice through our ESL free standing program, our Dual Language (Englihs-Spanish) Program. After the child has been identified as an ESL student, or has been granted continuous entitlement, parents will receive a continuous entitlement letter in which they can choose what program would benefit their child the most. If parents desire a TBE class in a language that we do not offer here, parents have the option to transfer to another local school that offers this specific program. If the parents refuse the transfer, then they are automatically entered into our ESL program. A letter informing the parents of this determination is then sent home with the student. The trend in parent letters has been steady for the past few years. There has been a higher request rate for ESL partly due to the limited space in Dual Language classes. There is roughly 70/30 ratio for ESL to the Dual Language program. We have not yet reached the proper numbers to open up a bilingual class for any other language. Our Dual language class is still currently the only program that includes native language instruction. If there are enough parent choice letters requesting a bilingual program, we would be obligated to open a bilingual class for the specified language.

We also offer multiple parent orientation meetings to inform the parents of the choices they have for their child’s language acquisition. We offer invitations to the parents in multiple languages, and offer meetings at different times of the day. We also offer a nighttime meeting during parent teacher conferences. After signing in, parents watch a video detailing the options that our school offers in terms of what program their child would prefer. We also offer pamphlets offering more information in multiple languages. ESL teachers then go over the details of the parent surveys. Parents fill them out at the end of the orientation session. We the collect the survey and file them in our central document HUB by the main office. We also keep copies in our own file cabinets while the original document in stored safely in the student's permanent record. Copies of all documents, including HLIS, parent choice letters and continuous entitlement notices are kept on file in our central hub, as well as in our ESL teacher's classrooms. After all copies of the student's HLIS are filed, the original document is returned to the student's file. After the process is complete a placement letter is sent home to the parent. We keep a copy in our central document HUB as well as in our classroom files.

If a child is currently in a monolingual English class with ESL services, and parents would like the child evaluated for the Dual Language program we offer interviews with our Dual Language teachers. The teachers will determine the skills of the child in their native language, and decide whether the student will be able to flourish in the program. We also offer the Dual Language option for English dominant students who may not be of Hispanic heritage. In these instances classroom teachers can conference with Dual Language educators in order to discuss the success of the student in the more intensive Dual Language program. Students must be perfoming at grade level or beyond in order to be considered for the program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% →)	0	0	0	0	0	0								0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)		1	1	1	0	0								3
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	0	1	1	1	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	0	0	0	0	0	0	0	0	0
Dual Language	8	0	0	0	0	0	0	0	0	8
ESL	68	0	2	26	0	17	0	0	0	94
Total	76	0	2	26	0	17	0	0	0	102

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

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
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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	0	0	4	21	2	26	2	20	0	0	0	0							8	67
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	4	21	2	26	2	20	0	8	67									

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 37

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 6

Hispanic/Latino: 59

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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	17	3	2	5	14	8								49
Chinese														0

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
Russian														0
Bengali	3	2	1	1	1	1								9
Urdu	1	3			3									7
Arabic														0
Haitian	1	3	2	3	2	3								14
French				1	1									2
Korean														0
Punjabi	2			1										3
Polish														0
Albanian														0
Other	4	2	1	1	2									10
TOTAL	28	13	6	12	23	12	0	94						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

With the introduction of the upcoming Common Core State Standards, instruction for ELLs has to be examined to see that we are providing the rigorous instruction that students need to be successful. The instruction must provide the Depth of Knowledge Levels that is provided for the general student population. The ESL program enriches the student's school day by providing small group instruction with strategic and extended thinking imbedded into the instruction. Here students receive greater attention to their specific needs and receive supplemental support regarding their classroom activities. The ESL program at PS 135 uses the pull-out model. In ESL, we group our students by their ability level. According to our current roster of students, this is the best way to ensure that all students receive the mandated minutes per day. Since some students need two teaching periods each day, it is imperative that we make sure that groups are not overcrowded. By grouping according to proficiency levels we can service all students according to their NYSESLAT results. After

A. Programming and Scheduling Information

analyzing the results of the NYSESLAT, we are able to group students together according to their ability levels and by the modality in which they need the most support. For example, students who need more support in reading skills will be placed in a reading group. Students that are identified as beginners and intermediates are serviced twice a day for a total of 90 minutes of instruction daily. Advanced ELL students are only seen once a day for a 45 minute period of instruction. Everyone is placed by the data collected from the test. We are also able to differentiate, and ensure that students receive mandated instruction time by grouping according to problematic areas. Heterogeneous groups are also used to provide students who are in need of two periods per day. Our ESL program complements the classroom curriculum. The ESL teachers work closely with the classroom teachers to see which problems the students may be facing in the classroom. ESL and classroom teachers articulate and collaborate to address content area topics to differentiate instruction. Student lessons are diverse and hands-on. Read-aloud lessons provide students an opportunity to listen to stories while obtaining language skills. Listening skills are crucial to students who are newcomers. By listening to the language, students are able to begin comprehending the language as well. Students are also working together as a group daily. We feel that peer teaching/learning is a key element for students to feel comfortable using their acquired skills in their new language. At P.S 135 we have begun to use a new literacy program this year. The program is called "Treasures." The Treasures program is an all encompassing literacy program with multiple areas of ELA skills, including comprehension, phonics, and reading skills. Treasures caters to all students. This is especially true for ESL students. There is an ESL component included in every lesson. Classroom teachers can use these components to scaffold instruction for ELLs in their class. We are very excited to see the enthusiasm of the students as they work in their new program.

Native language skills are provided in our Dual Language program. Students that are native Spanish speakers can practice their L1 skills each day. The 50/50 model of instruction allows them to get half day instruction in their NLA. Proficiency levels are decided through teacher generated assessment and standardized testing such as the ELE and El Sol. One of our ESL teachers is a native Spanish speaker. She can also provide native language support for Spanish speaking students during ESL periods. We also have a wealth of native language books for students to read in our ESL classes and in our school library.

Content area instruction is delivered in a very special way in our Dual Language program. Teachers do not teach the same lessons twice in each language. Dual Language teachers try to have the children transition their skills from one language to the other. Students may learn a math lesson in English, but then review it later in the day in Spanish. Vocabulary is reinforced through the lessons to ensure comprehension and application of skills. Students can now use the skills they have learned in one language and transfer the skills over to the other. This methodology is used for all content area instruction.

Guided reading and writing are also very good activities for students. Teachers can monitor decoding and comprehension skills with guided reading and writing. They are also able to incorporate other skills in the lesson such as predicting, and accessing background knowledge of the topic. Classroom teachers can conference with ESL teachers and discuss strategies to follow up the skills in question. Word studies provide a better way for ELL students to learn spelling, as well as word meaning and recognition. Students are encouraged to ask questions, and look for patterns in order to keep them actively engaged. Our ESL classrooms are also rich with words and vocabulary all over. Classrooms may have a word wall, but in ESL we provide a word room for students. Word studies are also used in the content areas. Vocabulary from classroom lessons can be incorporated in our lessons so that classroom instruction can be reinforced in ESL. This gives ELL students an advantage in that they are receiving some lessons more than once, therefore giving extra support to students in need. Reading and writing skills are not just fostered with lessons and book work. Students also participate in word gaming in ESL. We have a wealth of materials that turn traditional games into word studies for students. We want students to embrace the learning process, which can be expedited with a little fun thrown in the mix.

Vocabulary skills are the foundations for the Basic Interpersonal Communication Skills (BICS) that students need in order to begin conversing with their peers and community members. These skills will then transfer to their academic language acquisition over time. Their Cognitive Academic Language Proficiency (CALP) will transition smoothly with the proper support. Content area support is a high priority in our ESL program. ESL teachers may share a prep period with classroom teachers and keep pace with the content area lessons being taught in the classroom. We are able to plan together at grade meetings as well. Our content area lessons are explicit, and rich in vocabulary. Our lessons also supplement classroom lessons to ensure an all-encompassing lesson. Our lessons are flexible and can be altered to ensure all content areas are covered. Besides classroom instruction in content areas, our school provides extra support on the form of cluster periods. We provide extra social studies and science periods for students. These cluster classes are out of the classroom. Our science lab allows students to not only read their lessons, but to have hands-on time with experiments in our science lab. We also began a Character Education Program this year. Students learn life lessons and participate in activities that build on the content of their character. We hope to help them think about their choices, consequences, and making the right decisions in life..

At PS 135, we believe in aligning our curriculum with the NYS ESL performance standards. In our ESL classrooms students will:

- Listen, speak, read and write in English for information and understanding;
- Students will listen, speak, read and write for literacy responses, enjoyment and expression;
- Students will listen, speak, read, and write in English for critical analysis and evaluations;
- Students will listen, speak, read, and write in English for classroom and social interactions;
- Students will demonstrate cross-cultural knowledge and understanding.

Students who are new to the country (0-3 years) have the benefit of an incredible phonics based program. Newcomer Phonics

A. Programming and Scheduling Information

programs ease students into beginning phonics skills with great visual aides and use of prior knowledge. The use of the workshop model is also an asset in the classroom, because of the modeling and conferencing of the lessons for all Ells. Vocabulary and comprehension are two of the most important skills to reinforce when a child is new to the country. Through vocabulary acquisition, and prior knowledge skills, students begin to grasp their new language. Newcomers will have a vocabulary rich classroom environment in which they can begin learning their new language. Units included in such book series as the Prentice Hall Regents series, and the newly acquired Cornerstone Programs are an excellent way to introduce vocabulary. We began the Cornerstone Curriculum with the students two years ago, and have had a great reception. The vocabulary rich, content based units are a lot of fun for the kids. They enjoy the program's use of multimedia such as videos and animations. The Cornerstone program is used from first to fifth grade. Students that have been here from four to six years and over will have the benefit of extra programs for enriched support. With funds pending, these programs are scheduled before the start of the school day, after the day has ended and on Saturdays as well. These programs are a great way to add more test prep for the ELL students that will be taking the ELA and Mathematics state tests.

Students who have been identified as ELLs and serviced for an extended period (4-6 years) are also a primary concern for our school. We work closely with the classroom teachers of these students to pinpoint student areas of difficulty, such as listening, speaking, reading, or writing. From collaboration to data analysis, extended ELL's needs are always in consideration. Extended students are also eligible for our many intervention programs. Extended ELLs are enrolled in our mandated Academic Intervention Programs X-class (Mondays – Fridays 8:00 a.m. to 8:30 a.m.) In this program, students are strategically placed in classes that will focus on areas of need. Students in the interim of their language acquisition can also expect more content based units with a focus on sentence structure and grammar. These skills also help students transition from elementary school to middle school. Test preparation is very important for the ESL students. X-class intervention programs focus on mathmatic and ELA skills. Classes that focus on ELA skills span all content areas. All classes make sure to include science, social studies and all other content area subjects in their ELA activities. Some of our materials such as the "Keep on Reading" series are all inclusive in regards to content area instruction. Students can practice their reading and writing skills while focusing on content area instruction. The testing modifications that the ESL students receive will give them an extra edge in their studies. We currently do not have any students that have completed six years of service. When we do have LTE students they are entitled to all services listed as well as native language support. ESL teachers work closely with classroom teachers to look for any trends in academic issues. They can work together to target problem areas. ESL teachers can offer insight into different strategies classroom teachers can use to have a more productive classroom experience. High frequency vocabulary instruction and language application are always at the forefront of instruction.

Students with IEP's and learning disabilities also receive testing modifications including content based glossaries and dual language dictionaries. Students with learning disabilities also receive more attention as the ESL teachers and their classroom teachers are in constant collaboration to help diagnose problem areas. Special education teachers work closely in our program and help give some insight into the special learning needs of the student. The ESL program accomodates special needs students in any way that we can. S[pecial education service providers and ESL teachers work closely to make sure that there are no scheduling conflicts for IEP students. ELLs with IEPs always get the mandated amount of time according to their IEP and NYSESLAT results. If a student with an IEP enters a Dual Language program, they meet with the Dual Language teacher. They will then receive an informal assessment to infer whether the Dual Language program is too much of an accelerated program for them. We also make sure to speak to our IEP coordinator to make sure that the student is receiving all mandated services. Our school ensures that all IEP students receive an appropriate classroom setting that will let them work

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
work. IEP students are entitled to all other native language services previously specified.	
We do not have any SIFE students at the current time. Should any SIFE students be enrolled at our school, they would be entitled to all programs and activities. Proper intervention services would also be provided. Native language assessment and enrichment would be provided as well.	
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	
BEGINNERS	INTERMEDIATE
ADVANCED	

B. Programming and Scheduling Information--Continued

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

Depending on funding, we would like to reestablish our Project Weekend program for ELLs to receive extended support in a program designed with expanded subject areas in mind. The complete curricular program covers topics such as social studies and science. Each class will not only prepare students for state examinations, but will also support core ELA and mathematics skills for everyday academic needs. Our Everyday Math program provides examples for ELL's that will allow them to use their own experiences in each lesson. Harcourt Science provides students with classroom materials, and lab books when visiting the science lab. Assessments are created by classroom teachers and planned accordingly with the science teachers. Houghton Mifflin Social Studies provides each grade level with their own theme. For example, the fourth grade will focus on New York history, while younger grades have a larger focus. Assessments are generated by teachers and from assessments provided in the text books. Teacher generated assessments and state exams evaluate the success of the programs.

For ELLs who present with serious gaps in their academics, our Resource teachers service these students with At Risk general education intervention. Students that have passed the NYSESLAT will receive two extra years of support including ESL servicing and testing modifications. FLEPS (Former ESL students) are not forgotten after they pass the NYSESLAT test. FLEPS are students that have passed the NYSESLAT, but are still entitled to two years of ELL services. These services include testing modifications. These students are entitled to these continued services and receive the same attention that they received when they qualified for in ESL. All intervention services are provided in English. FLEPS continue to receive ELL testing modifications, including glossaries, and separate locations for testing.

All ELL students are entitled to each intervention program. For each service there is a group with similar linguistic needs. The ESL program also benefits greatly from utilizing technology in the classroom. Newcomers can use the Starfall Program website in order to learn basic sounds and enjoy easy reading short stories. Starfall has a great progression to from beginning to more advanced reading work as the student progresses. We also use other thought provoking websites in the classes such as "Thinkfinity.org" and "Storycove.net" This year we also have begun to implement Ipads in the classrooms. The hands-on approach that the Ipad provides allows for students to have a richer experience during lessons. Touch screens allow students with disabilities to interact in lessons like never before. Smartboard integration also provides students with a technological edge in the classroom. The Cornerstone reading program is a valuable asset for helping students truly learn reading skills to prepare themselves for the ELA examination. The program promotes higher thinking skills that entice the student to dig deeper when searching for answers. The program also contains a multimedia aspect. There is a CD component so students can listen to, as well as read the lessons. Some levels even contain a DVD component that introduces each unit with a short video clip that informs the students of what they will be learning in the upcoming weeks.

ELL students are entitled to join any of our intervention programs. They have equal opportunities to be part of all programs. ELLs are not discriminated against at any time here.

Native language skills are provided in our Dual Language program. Spanish speaking students practice both English and Spanish during the school day. Students in need of bilingual support that are not in a Dual Language program are entitled to get a bilingual paraprofessional. In our school we have a multitude of paraprofessionals that assist students in many different languages. Students are also provided with bilingual glossaries. If students do not know how to use these glossaries, we will provide them with lessons that teach them how to use them. We also provide clubs for speakers of other languages. Native language is used mostly in our Dual Language classes. Half of the day has instruction in Spanish. We do not provide a traditional bilingual class, and native language support is used for newcomers in our ESL classes. Native language glossaries are provided for testing situations for all ELL and FLEP students.

Each ESL teacher is responsible for two different grades. We have a teacher that services Kindergarten and first grade, another teacher for second and third grade, and a teacher for fourth and fifth grade. Students are grouped in appropriate age groups that correspond with their current level of instruction.

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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Our CBO involvement allow for students to get even more support with their work. Our after school YMCA program provides homework

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

Beginning

Intermediate

Advanced

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)?

Our Dual Language Program is enrichment in nature where rigorous teaching and learning takes place. We have a 50/50 model of English Proficient and ELL students. The class uses a 50-50 roller coaster model where students receive equal exposure to both languages for instruction in grades 1 through 3. Half of the day's instruction is given in Spanish and the other half is presented in English covering all curriculum areas of Language Arts, Mathematics, Science, Social Studies. Instruction is with the same teacher for each subject. No lesson is repeated however, teachers provide a pre and post summary in the second language to assist the students. The only time the students would be separated would be during ELL pullout. ELLs are pulled out for ESL services during English instruction to ensure that they do not miss any native language instruction. All content areas are taught with ELLs and EPs together. Content is taught in a roller coaster model as well. One day a science lesson may be in English. The next day it will be in Spanish. The language alternates daily for each content area. No language is specified per content area. subject. Newcomers will have the benefit of having more time in their native language. The extra time spent in L1 will slightly decrease to fit the model as the student progresses in English.

Our goal is to graduate bi-literate, bilingual and bicultural students by the time they complete this program. Students are never separated in class. EP and ESL students learn and grow together. The notion of teamwork is always reinforced. By working together students can help each other in order to show how special each language can be.

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

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.

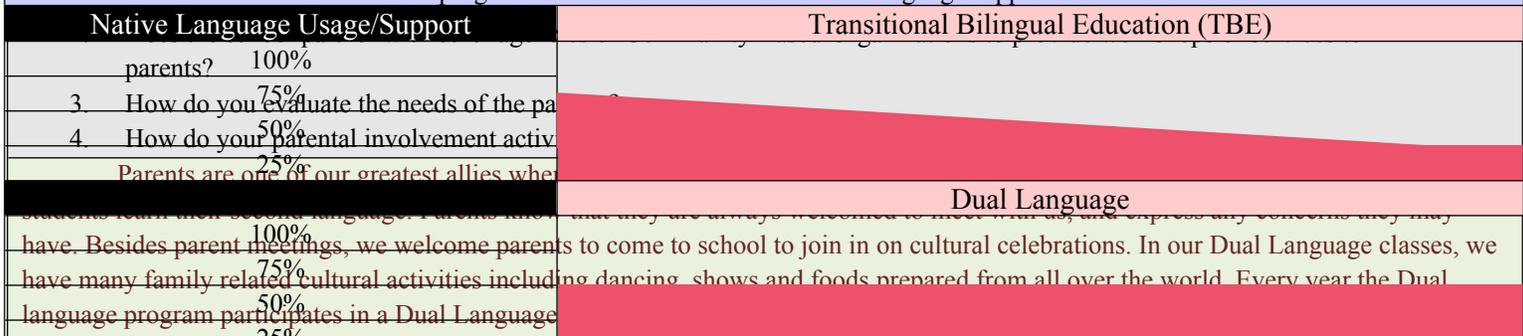
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We help to transition fifth grade students to their upcoming change by having departmentalized classes. This way, ELLs and EPs will have the experiences they will need for the faster pace of middle school. It has been a great success since we began this process, and past students have come back to let us know how helpful it was to practice before entering middle school.

Native Language Usage and Supports

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



E. Parental Involvement

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

Parents are one of our greatest allies when it comes to educating the students. Parents are constantly involved in helping the students learn their second language. Parents know that they are always welcomed to meet with us, and express any concerns they may have. Besides parent meetings, we welcome parents to come to school to join in on cultural celebrations. In our Dual Language classes, we have many family related cultural activities including dancing, shows and foods prepared from all over the world. Every year the Dual language program participates in a Dual Language festival. Here each grade level class entertains the parents with performances showcasing how we may come from different places, but come together at PS 135 as one big family. It is truly a highlight for the school every year. If the parent does not speak or understand English, a translator can be supplied from either our building staff or NYC DOE translation unit.

Our CBO involvement allow for students to get even more support with their work. Our after school YMCA program provides homework help for students with working parents. It also provides more interactions in English.

We pride ourselves on our interactions with parents. When we meet parents at orientations, or at teacher conferences we speak to parents and make sure their needs are met. If a parent has a question we call them before the school day is over. We can also communicate through letters home. Our parent coordinators also acts as a liaison for teachers and parents. She greets parents when they register their children to our school. She also is present for HLIS completion. The parent coordinator has copies of any forms that parents may need. Our parent coordinator also organizes an English for parents class that takes place during the evenings.

Parents also have a strong involvement in our school activities. The dual language classes have cultural parties in which parents make foods from their native countries. Parents are also involved in shows that students perform. Parents make costumes and provide support when practicing for our winter concert, and spring Dual Language Fair. They make costumes, and teach students different dances from all over the world.

B. Programming and Scheduling Information--Continued

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

Depending on funding, we would like to reestablish our Project Weekend program for ELLs to receive extended support in a program designed with expanded subject areas in mind. The complete curricular program covers topics such as social studies and science. Each class will not only prepare students for state examinations, but will also support core ELA and mathematics skills for everyday academic needs. Our Everyday Math program provides examples for ELL's that will allow them to use their own experiences in each lesson. Harcourt Science provides students with classroom materials, and lab books when visiting the science lab. Assessments are created by classroom teachers and planned accordingly with the science teachers. Houghton Mifflin Social Studies provides each grade level with their own theme. For example, the fourth grade will focus on New York history, while younger grades have a larger focus. Assessments are generated by teachers and from assessments provided in the text books. Teacher generated assessments and state exams evaluate the success of the programs.

For ELLs who present with serious gaps in their academics, our Resource teachers service these students with At Risk general education intervention. Students that have passed the NYSESLAT will receive two extra years of support including ESL servicing and testing modifications. ELERS (Former ESL students) are not forgotten after they pass the NYSESLAT test. ELERS are students that have passed

B. Programming and Scheduling Information--Continued

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All ELL students are entitled to each intervention program. For each service there is a group with similar linguistic needs. The ESL program also benefits greatly from utilizing technology in the classroom. Newcomers can use the Starfall Program website in order to learn basic sounds and enjoy easy reading short stories. Starfall has a great progression to from beginning to more advanced reading work as the student progresses. We also use other thought provoking websites in the classes such as "Thinkfinity.org" and "Storycove.net" This year we also have begun to implement Ipad in the classrooms. The hands-on approach that the Ipad provides allows for students to have a richer experience during lessons. Touch screens allow students with disabilities to interact in lessons like never before. Smartboard integration also provides students with a technological edge in the classroom. The Cornerstone reading program is a valuable asset for helping students truly learn reading skills to prepare themselves for the ELA examination. The program promotes higher thinking skills that entice the student to dig deeper when searching for answers. The program also contains a multimedia aspect. There is a CD component so students can listen to, as well as read the lessons. Some levels even contain a DVD component that introduces each unit with a short video clip that informs the students of what they will be learning in the upcoming weeks.

ELL students are entitled to join any of our intervention programs. They have equal opportunities to be part of all programs. ELLs are not discriminated against at any time here.

Native language skills are provided in our Dual Language program. Spanish speaking students practice both English and Spanish during the school day. Students in need of bilingual support that are not in a Dual Language program are entitled to get a bilingual paraprofessional. In our school we have a multitude of paraprofessionals that assist students in many different languages. Students are also provided with bilingual glossaries. If students do not know how to use these glossaries, we will provide them with lessons that teach them how to use them. We also provide clubs for speakers of other languages. Native language is used mostly in our Dual Language classes. Half of the day has instruction in Spanish. We do not provide a traditional bilingual class, and native language support is used for newcomers in our ESL classes. Native language glossaries are provided for testing situations for all ELL and FLEP students.

Each ESL teacher is responsible for two different grades. We have a teacher that services Kindergarten and first grade, another teacher for second and third grade, and a teacher for fourth and fifth grade. Students are grouped in appropriate age groups that correspond with their current level of instruction.

We always allow new students to participate in our summer programs. This way we allow students to have an edge in their language acquisition before starting their first year of school. We do not provide native language electives.

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Our CBO involvement allow for students to get even more support with their work. Our after school YMCA program provides homework

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.

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)?

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D. Professional Development and Support for School Staff

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	6	0	2	1	2								17
Intermediate(I)	2	6	4	8	4	4								28
Advanced (A)	20	5	4	4	18	6								57
Total	28	17	8	14	23	12	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	0	0	0	2							
	I	0	2	0	1	1	0							
	A	0	4	1	5	2	2							
	P	0	8	6	5	21	13							
READING/ WRITING	B	0	5	0	1	1	2							
	I	0	6	2	6	4	4							
	A	0	5	5	4	17	6							
	P	0	0	0	0	2	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	12	6	0	21
4	3	7	2	0	12
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	2	8	5	3	3	0	0	21
4	0	3	2	5	4	0	0	2	16
5									0
6									0
7									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	2	1	7	2	0	0	16
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading)	0	1	5	6	3	1	3	0	

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
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.

In terms of early literacy assessments, we incorporate TCRWP assessments, Treasures assessments and El Sol. These assessments are helpful to inform the teacher regarding the specific skills students have mastered. El Sol is a great tool to measure proficiency in Spanish. This test is administered to ELLs and EPs to measure growth in Spanish. The EP students seem to be flourishing in their new language. They are able to use their skills in English and transfer them to their new language. EP students tend to score highly on state exams. They are able to handle the higher intensity of a dual language class while excelling in content area work at the same time. These students have greater background knowledge at their disposal and can be utilized to help students learn their second language. If we can tell that the child is very skilled in certain areas of instruction, the teacher can use this prior knowledge to help him/her in their new language. Any data patterns that we notice, give us a good idea of how much the student has succeeded over the years. This also tells us where students have not shown improvement and where we need to focus our instruction. The results of the LAB-R and NYSESLAT reveal just how much a student can listen/speak, and read/write. When we apply the data, we can see where a student needs improvement. This also helps when we are grouping students together. We can now group students according to their ability level and problem areas. If a certain group of students excel in reading, but not writing, they will be placed in a writing intensive group. The administration and school leaders are also proponents of dividing students by ability and targeted areas. At the beginning of each school year, we present our caseloads to the administrators to show them how we have separated student groups by ability levels. After examining the R-LAT, and RNMR reports, we have noticed that the lowest performing modalities are in the reading and writing sections. We are determined to use this data to drive instruction. Students are placed in groups according to their lowest modality and lessons are fine tuned to their needs. After our initial assessment with students we can also look into the students ELA and state math results to look for common trends. We use the Lab-R and NYSESLAT data to look for trends in academic weaknesses. We can use the data to place the students in the proper groups for instruction. The data has shown that students in our DL classes are performing better on NYSESLAT. This not only shows how well the DL program is working, but also how the transitional language skills are working together to improve student performance. We also noticed a smaller amount of beginners, and an increase in advanced students. in the middle and upper grades. Students in the lower grades perform mostly as advanced students. ESL personnel is responsible for checking the data results. The results are shared with administrators on each grade before implementing group instruction.

One of our ESL teachers is the chairperson of the school leadership team. This ensures that ESL students are not forgotten. Any issues or ideas for new strategies can be shared at leadership meetings each month. The team looks over standardized testing results including the NYSESLAT. We have seen that results have been steadily improving since we began using our Cornerstone program. The students love the materials and are motivated to work. ELE and El Sol results are also looked at to see the performance of ELLs and EPs.

Most students seem to take state standardized examinations in English rather than their native language. This is usually the case where students prefer to be assessed in the language of instruction, however, most newcomers do prefer assessments in the native language. There is almost an even split between English tests and native language exams. Even when students choose to take the test in English, they are able to use the native language tests and or glossaries as a reference and choose to answer in their English booklets.

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.

Part VI: LAP Assurances

School Name: <u>PS 135</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George T. Hadjoglou	Principal		10/26/11
Beverly Medina	Assistant Principal		10/26/11
Jennifer Groce	Parent Coordinator		10/26/11
Richard Braun	ESL Teacher		10/26/11
Lizanna Rahaman	Parent		10/26/11
Jacqueline Stanford	Teacher/Subject Area		10/26/11
Jeannette Villatoro	Teacher/Subject Area		10/26/11
Andrea Mitchell	Coach		10/26/11
Stefani DeZorett	Coach		10/26/11
Ruth Schweky	Guidance Counselor		10/26/11
Joseph Blaize	Network Leader		10/26/11
	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q135 **School Name:** P.S. 135

Cluster: 21 **Network:** 531

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

Part A: Needs Assessment Findings

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

The school's parent coordinator will be present during the program in order to meet with parents and answer any questions they may have. The parameters of the program will be translated into different languages and distributed to parents upon request. Interpreters will be supplied at these meetings to ensure communication is appropriate and timely.

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.

We are able to provide translations for all of the different cultures present. Certain staff members are fluent in other languages such as Spanish, Haitian Creole, Bengali, Hindi and Urdu. They are able to perform the necessary translations.

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.

We provide translated documents for parents in any language needed. We use in-house staff to translate the documents.

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

All translation is done in-house. We have a very large staff with many people that are bilingual. We have been prepared to translate any documents for parents in any of the many languages here at the school. We have interpreters present at Parent Teacher Conferences, PTA and other important meetings.

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>.

If our staff is unable to translate a document, we can search the DOE NYC web site for a translated copy or we can contact the city translation unit for help in doing so. School safety plans will also be available in other languages. Home language surveys and other such documents are always available in other languages.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Bellaire School, PS 135,Qu	DBN: 29q135
Cluster Leader:	Network Leader: Joseph Blaize
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: 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 type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" 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: 3 # of certified ESL/Bilingual teachers: 3 # 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: Since virtually all the ELLs in Third, fourth and fifth grade are required to take the NYS Mathematic examination, these students will be brought in for an after school program centered around mathematics. This math focused program will address the students' specific areas of literacy needs based on the NYSESLAT spring 2011 results as well as classroom and interim/periodic assessments. This supplemental After-school program will be a 32 instructional sessions, of one hour and forty five minutes long. Of this time one hour will be devoted to the teaching of mathematics using ESL methodology while the remainder of time will be spent improving the English Language Skills of the students. The program will begin on January 17, 2012 and end on April 21, 2012 and will be operational on the following dates:

- January: 19, 24, 26, 31
- February: 2, 7, 9, 14, 16, 28
- March: 1, 6, 7, 8, 13, 14, 15, 20, 21, 22, 27, 28, 29, 30
- April: 2, 3, 4, 5, 6, 16, 17, 18, 19, 20

The 3 certified ESL teachers in the program will use "Everyday Math After School." There is no cost for these materials since the school already owns them. Additional materials such as glossaries and various test prep materials will be purchased to further provide support and make certain the students become comfortable using them in preparation for the NYS examinations. A needs assessment is being designed by the ESL teachers to be filled out by the children's classroom teachers. This will enable the after school program to address the individual needs of the children. The students will be grouped by grade level in order to address the grade level needs dictated by the mathematics curriculum and ESL/ELA. Each group will be taught by a certified ESL teacher. The supplemental Title III program is the only after-school program operational on the days listed above. As a result, a supervisor will be paid at principal per-session rate for the duration of the program to oversee and monitor the delivery of instruction. A secretary will also be hired as a support staff to process payroll, maintain attendance records and contact parents of absent students.

The targeted students are from all proficiency levels and all sub-groups of ELL's.

Part C: Professional Development

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In 2 two hour workshop sessions, the principal, a former math teacher, will provide an overview of the schools mathematics program as well as an introduction to the Everyday Mathmatics materials being used. One of the Assistant Principals, a former ESL teacher, will also be there to discuss using ESL methodology in the teaching of mathematics and the improvement of the children's English language skills through the use of Mathematics

The three ESL teachers working in this program will attend these 2 workshop sessions.

Part D: Parental Engagement Activities

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

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

Begin description here: The parent coordinator and the principal will design two 2 hour workshops for the parents. The parent coordinator is at no cost to the Title 3 program.

One workshop will aide the parents in understanding the format of the test and how they can help their children at home using ARIS and the everyday math website.

The second workshop will expose the parents to various sources of assistance within the community but outside of the Department of Education.

Part E: Budget

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

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	13,823	After-school Program Three certified ESL teachers will be paid at teacher per-session rate to provide instruction to ELLs for 34

Part E: Budget

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

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>sessions of one hour and forty-five minutes each session</p> <p>3 teachers X 34 sessions X 1.75 hour X \$50.06 = \$8,936</p> <p>A supervisor will be paid at principal per-session rate for the duration of the program</p> <p>1 supervisor X 34 sessions X 1.75 hour X \$52.39 = \$3,117</p> <p>One secretary will be paid at secretary per-session rate for 10 sessions of 1.45 hour each</p> <p>1 secretary X 10 sessions X 1.75 hour x \$30.85 = \$540</p> <p>Professional Development Activities</p> <p>The three participating teachers and two supervisors conducting the workshops will be paid at per-session rate for 3 two-hour sessions</p> <p>3 teachers X 2 sessions X 2 hours X \$50.06 = \$601</p> <p>2 supervisors X 2 sessions X 2 hours X \$52.39 = \$419</p> <p>Parental Engagement Activities</p> <p>The supervisor conducting the 2 two-hour workshop sessions will be paid at supervisor per-session rate</p> <p>1 supervisor X 2 sessions X 2 hours X \$52.39 = \$210</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	None	
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$973	supplies and materials to support the after-school program: Glossaries, test prep materials \$600 General supplies \$373
Educational Software (Object Code 199)	None	
Travel	None	
Other	None	
TOTAL	14,796	\$14,796