



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** JOSEPH PULITZER, INTERMEDIATE SCHOOL 145, QUEENS

DBN : 30 Q 145

PRINCIPAL: DR. DOLORES BECKHAM EMAIL: [DBECKHA2@SCHOOLS.NYC.GOV](mailto:DBECKHA2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DR. PHILIP COMPOSTO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

**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
Dolores Beckham	*Principal or Designee	
John Gordon	*UFT Chapter Leader or Designee	
Barbara Ortiz	*PTA President	
Maritza Agrelo	DC 37 Representative	
-	Student Representative <i>(optional for elementary and middle schools;</i>	
Beatrice Johnson	Member/CSA- Administration	
Wilma Berrios	Member/UFT/SLT Chairperson	
Irene Musorrafiti	Member/UFT/SLT Secretary	
Ruth Nieves	Member/UFT Staff	
Mary Natole	Member/UFT Staff	
David Reinoso	Member/UFT Staff	
Maria Restrepo	Member/Parent	
Gloria Carmona	Member/Parent	
Myrna Wilson	Member/Parent	
Gabriella Tibbal	Member/Parent	
Maria Vega	Community Member	
Fatemeh Abdullah	Community Member	
Mairelys Alfau	Community Member	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1 – English Language Arts**

#### **To Increase our performance index**

- By June 2012, English Language Learners will demonstrate progress towards achieving state standards as measured by achieving a performance index of 116. The goal requires the movement of 118 students net of 471 potential students.

#### **Comprehensive needs assessment**

- Our needs are based on the analysis of the New York State Accountability and Overview Report for the 2011 ELA exam administration.

#### **Instructional strategies/activities**

<b>Time Frame</b>	<b>Description/Activities</b>	<b>Strategies/Evidence</b>	<b>Resources/Staff</b>	<b>Staff Inclusion</b>
September 2011	<ul style="list-style-type: none"> <li>• Review preliminary NYSAOR released August 30, 2011 to determine strengths, weaknesses and identify areas of concern.</li> <li>• Present findings at Orientation to advise staff of strengths and challenges for the 2011-12 year based on the 2011 NYSTP.</li> </ul>	<ul style="list-style-type: none"> <li>• Units in alignment with the CCLS Standards are being designed by the teachers which are thematic and literacy based. A linguistic objective is infused to every objective regardless of discipline. The end goal of the expected task is developed first via the Backwards Design Model and teachers then formulate instruction with the</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Team</li> <li>• Staff</li> <li>• Network support</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflects upon successes and struggles of their students and classes on the 2011 NYSTP during common planning time.</li> <li>• Staff self-select Teaching Teams and initiate selection of five students they</li> </ul>

	<ul style="list-style-type: none"> <li>• Compile and review results of NYSTP including proficiency and value-added by school, class, grade and pedagogue.</li> <li>• Compile a listing of students in need of AIS services and subgroups that did not make AYP on the NYSTP.</li> <li>• Administer pre-assessments in all subject areas to gather baseline data.</li> </ul>	<p>skills necessary to achieve the proficiency on the end task in mind. Teacher Moderation initiated.</p> <ul style="list-style-type: none"> <li>• The use of TCRA Assessment Tool in addition to an initial writing task to assess students based on their individual needs will be administered and assessed. Subject teachers utilize data to further form instruction and differentiate by content, process and product for every student. Students are given leveled books with which to read and enjoy for their independent reading. In addition a focus on non-fiction texts are emphasized across all content areas.</li> </ul>		<p>consider for their Target Population.</p> <ul style="list-style-type: none"> <li>• Staff administers pre-assessment (selected by staff during the previous year and approved by the DOE).</li> </ul>
<p>October 2011</p>	<ul style="list-style-type: none"> <li>• Review Item Analysis of the NYSTP for 2011 to determine strengths and weaknesses in curriculum and/or pedagogy.</li> <li>• Compile a preliminary listing of subgroups/students who did not make AYP as potential Target Populations for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Custom Acuity: Item Analysis to see grade and class results from NYS ELA Test to inform instruction for this year.</li> <li>• Align and develop classroom assessments with the CCLS that utilize task complexity to illustrate a student's depth of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Directors</li> <li>• Coaches</li> <li>• Lead Teacher</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff uses Item Analysis to reflect on their effectiveness of specific strands and Performance Indicators.</li> <li>• Staff determine area of focus for their Teaching Teams and compose a listing of the preliminary Target Population.</li> <li>• Staff reviews results of baseline</li> </ul>

				data for grouping of students and modifications of curriculum.
November / December	<ul style="list-style-type: none"> <li>• Present findings to staff on Election Day regarding subgroups.</li> <li>• Final selection of Target Population with special emphasis on school-wide instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.</li> <li>• The use of Acuity to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> <li>• Teacher Moderation of student work to measure literacy development and adjust instructional technique.</li> <li>• Moderate differentiated assessment tasks that measure the four modalities (listening, speaking, reading, and writing) across all content areas.</li> <li>• Weekly professional development to turnkey the CFN and UFT provided learning opportunities given to</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Team</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff finalizes selection of Target Population students.</li> <li>• Staff composes and administers Unit pre-Assessments to determine student proficiency prior to instruction.</li> </ul>

		<p>key personnel (such as Teaching Matters, Backward Design, Teacher Team, Alignment of CCLS, Text-Based Questioning, Instructional Shifts as a result of CCLS)</p> <ul style="list-style-type: none"><li>• Administration will meet with the special education and the ESL department to reinforce the emphasis on thematic, literacy-based instruction emphasizing the four modalities of listening, speaking, reading, and writing throughout all four disciplines.</li></ul>		
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<p>January/ February</p>	<ul style="list-style-type: none"> <li>• Interim progress point to determine progress towards meeting instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Development and administration of second ELA Core Test emphasizing the written argumentative piece. (W.1)</li> <li>• Teacher teams will be realigning the rubrics to match CCLS.</li> <li>• Use Understanding by Design - Backward Design to plan lessons units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff administer assessment at interim point to determine progress towards meeting inst</li> </ul>
<p>March/ April</p>		<ul style="list-style-type: none"> <li>• Development of a second argumentative writing Core Test that reflects results from the previous writing core test on writing core test. The administration of the third ELA Core Test. (W.1) This will be the final preparation and assessment for the NYS ELA exam. Ongoing Teacher Moderation.</li> <li>• Teacher teams will be realigning the rubrics to match CCLS.</li> <li>• Use Understanding by Design - Backward Design to plan</li> </ul>		

		units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.		
May/ June	<ul style="list-style-type: none"> <li>• Final progress point to determine achievement of instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.</li> <li>• Development of next steps for both summer reading and next year's goals.</li> </ul>		

**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level in literacy, math, the use of technology and grade promotional requirements through the workshops mentioned above.
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify highly –qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Lead teachers/ coaches are assigned to support struggling and un-qualified teachers.
- Title 1 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified.

### **Service and program coordination**

We do not have Funding for these services.

### **Budget and resources alignment**

- To follow are the fiscal and human resources that will be used to achieve this goal and support the actions/strategies/activities described in this action plan:

- Funding for substitutes or coverage by teachers funded through **Tax Levy**
- Teacher release time paid for through **Tax Levy**
- Assistant Principals are funded through **Tax Levy, C4E**
- Consultants from DOE, etc., are being funded through **Title I** funds
- Professional Learning Team funded through **Tax Levy**
- Grants (Title III LEP; SIFE)

## **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 – English Language Arts**

- By June 2012, Students with Disabilities will demonstrate progress towards achieving state standards as measured by achieving a performance index of 115. The goal requires the movement of 65 students net of 361 potential students.

### **Comprehensive needs assessment**

- Our needs are based on the analysis of the New York State Accountability and Overview Report for the 2011 ELA exam administration.

## Instructional strategies/activities

Time Frame	Description/Activities	Strategies/Evidence	Resources/Staff	Staff Inclusion
September 2011	<ul style="list-style-type: none"> <li>• Review preliminary NYSAOR released August 30, 2011 to determine strengths, weaknesses and identify areas of concern.</li> <li>• Present findings at Orientation to advise staff of strengths and challenges for the 2011-12 year based on the 2011 NYSTP.</li> <li>• Compile and review results of NYSTP including proficiency and value-added by school, class, grade and pedagogue.</li> <li>• Compile a listing of students in need of AIS services and subgroups that did not make AYP on the NYSTP.</li> <li>• Administer pre-assessments in all subject areas to gather baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>• Units in alignment with the CCLS Standards are being designed by the teachers which are thematic and literacy based. A linguistic objective is infused to every objective regardless of discipline. The end goal of the expected task is developed first via the Backwards Design Model and teachers then formulate instruction with the skills necessary to achieve the proficiency on the end task in mind. Teacher Moderation initiated.</li> <li>• The use of TCRA Assessment Tool in addition to an initial writing task to assess students based on their individual needs will be administered and assessed. Subject teachers utilize data to further form instruction and differentiate by content, process and product for every student. Students are given leveled books with which to</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Team</li> <li>• Staff</li> <li>• Network support</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflects upon successes and struggles of their students and classes on the 2011 NYSTP during common planning time.</li> <li>• Staff self-select Teaching Teams and initiate selection of five students they consider for their Target Population.</li> <li>• Staff administers pre-assessment (selected by staff during the previous year and approved by the DOE).</li> </ul>

		read and enjoy for their independent reading. In addition a focus on non-fiction texts are emphasized across all content areas.		
October 2011	<ul style="list-style-type: none"> <li>• Review Item Analysis of the NYSTP for 2011 to determine strengths and weaknesses in curriculum and/or pedagogy.</li> <li>• Compile a preliminary listing of subgroups/students who did not make AYP as potential Target Populations for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Custom Acuity: Item Analysis to see grade and class results from NYS ELA Test to inform instruction for this year.</li> <li>• Align and develop classroom assessments with the CCLS that utilize task complexity to illustrate a student's depth of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Directors</li> <li>• Coaches</li> <li>• Lead Teacher</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff uses Item Analysis to reflect on their effectiveness of specific strands and Performance Indicators.</li> <li>• Staff determine area of focus for their Teaching Teams and compose a listing of the preliminary Target Population.</li> <li>• Staff reviews results of baseline data for grouping of students and modifications of curriculum.</li> </ul>
November / December	<ul style="list-style-type: none"> <li>• Present findings to staff on Election Day regarding subgroups.</li> <li>• Final selection of Target Population with special emphasis on school-wide instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.</li> <li>• The use of Acuity to assess students based on their</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Team</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff finalizes selection of Target Population students.</li> <li>• Staff composes and administers Unit pre-Assessments to determine student proficiency prior to instruction.</li> </ul>

		<p>individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</p> <ul style="list-style-type: none"><li>• Teacher Moderation of student work to measure literacy development and adjust instructional technique.</li><li>• Moderate differentiated assessment tasks that measure the four modalities (listening, speaking, reading, and writing) across all content areas.</li><li>• Weekly professional development to turnkey the CFN and UFT provided learning opportunities given to key personnel (such as Teaching Matters, Backward Design, Teacher Team, Alignment of CCLS, Text-Based Questioning, Instructional Shifts as a result of CCLS)</li><li>• Administration will meet with the special education and the ESL department to reinforce the emphasis on thematic, literacy-based instruction emphasizing the four modalities of listening, speaking, reading, and writing throughout all four disciplines.</li></ul>		
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<p>January/ February</p>	<ul style="list-style-type: none"> <li>• Interim progress point to determine progress towards meeting instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Development and administration of second ELA Core Test emphasizing the written argumentative piece. (W.1)</li> <li>• Teacher teams will be realigning the rubrics to match CCLS.</li> <li>• Use Understanding by Design - Backward Design to plan lessons units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff administer assessment at interim point to determine progress towards meeting inst</li> </ul>
<p>March/ April</p>		<ul style="list-style-type: none"> <li>• Development of a second argumentative writing Core Test that reflects results from the previous writing core test on writing core test. The administration of the third ELA Core Test. (W.1) This will be the final preparation and assessment for the NYS ELA exam. Ongoing Teacher Moderation.</li> <li>• Teacher teams will be realigning the rubrics to match CCLS.</li> <li>• Use Understanding by Design</li> </ul>		

		- Backward Design to plan units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.		
May/ June	<ul style="list-style-type: none"> <li>• Final progress point to determine achievement of instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units from a teacher-team developed curriculum map. Revise rubrics to align with CCLS to insure Depth of Knowledge. These tasks will be scaffolded as needed by teachers.</li> <li>• Development of next steps for both summer reading and next year's goals.</li> </ul>		

**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level in literacy, math, the use of technology and grade promotional requirements through the workshops mentioned above.
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify highly –qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Lead teachers/ coaches are assigned to support struggling and un-qualified teachers.
- Title 1 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified.

### **Service and program coordination**

- We do not have Funding for these services.

### **Budget and resources alignment**

- To follow are the fiscal and human resources that will be used to achieve this goal and

support the actions/strategies/activities described in this action plan:

- Funding for substitutes or coverage by teachers funded through **Tax Levy**
- Teacher release time paid for through **Tax Levy**
  
- Assistant Principals are funded through **Tax Levy, C4E**
- Consultants from DOE, etc., are being funded through **Title I** funds
- Professional Learning Team funded through **Tax Levy**
- Grants (Title III LEP; SIFE

## 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 - Mathematics**

- By June 2012, English Language Learners will demonstrate progress towards achieving mathematics state standards as measured by achieving a performance index of 132. The goal requires the movement of 67 students net of 471 potential students.

### **Comprehensive needs assessment**

- Our needs are based on the analysis of the New York State Accountability and Overview Report for the 2011 Math exam administration.

### **Instructional strategies/activities**

2011- 2012 Time line for Implementation  
For Goal 3 & 4

<b>Time Frame</b>	<b>Description/Activities</b>	<b>Strategies/Evidence</b>	<b>Resources/Staff</b>	<b>Staff Inclusion</b>
September 2011	<ul style="list-style-type: none"> <li>• Review preliminary NYSAOR released August 30, 2011 to determine strengths, weaknesses and identify areas of concern.</li> <li>• Present findings at Orientation to advise staff of strengths and challenges for the 2011-12 year based on the 2011</li> </ul>	<ul style="list-style-type: none"> <li>• The use of Scantron Performance Assessment Tool to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> <li>• Use of research-based</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Team</li> <li>• Staff</li> <li>• Network support</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflect on successes and struggles of their students and classes on the 2011 NYSTP during common planning time.</li> <li>• Staff self-select Teaching Teams and initiate selection of</li> </ul>

	<p>NYSTP.</p> <ul style="list-style-type: none"> <li>• Compile and review results of NYSTP including proficiency and value-added by school, class, grade and pedagogue.</li> <li>• Compile a listing of students in need of AIS services and subgroups that did not make AYP on the NYSTP.</li> <li>• Administer pre-assessments in all subject areas to gather baseline data.</li> </ul>	<p>materials such as Impact Mathematics with manipulatives and technology tools to inform instruction and address the needs of the English Language Learners and Students with Disabilities subgroups.</p>		<p>five students they consider for their Target Population.</p> <ul style="list-style-type: none"> <li>• Staff administer pre-assessment (selected by staff during the previous year and approved by the DOE).</li> </ul>
October 2011	<ul style="list-style-type: none"> <li>• Review Item Analysis of the NYSTP for 2011 to determine strengths and weaknesses in curriculum and/or pedagogy.</li> <li>• Compile a preliminary listing of subgroups/students who did not make AYP as potential Target Populations for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Acuity: Item Analysis to see grade and class results from NYS Math Test to inform instruction for this year.</li> <li>• Align and develop classroom assessments with the CCLS that utilize task complexity to illustrate a student's depth of knowledge.</li> <li>• Using a variety of websites such as Study Zone and Destination Math to remediate and extend student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Directors</li> <li>• Coaches</li> <li>• Lead Teacher</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff use Item Analysis to reflect on their effectiveness of specific strands and Performance Indicators.</li> <li>• Staff determine area of focus for their Teaching Teams and compose a listing of preliminary Target Population.</li> <li>• Staff review results of baseline data for grouping of students and modifications of curriculum.</li> </ul>
November / December	<ul style="list-style-type: none"> <li>• Present findings to staff on Election Day regarding</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Team</li> </ul>	<ul style="list-style-type: none"> <li>• Staff finalize selection of Target</li> </ul>

	<p>subgroups.</p> <ul style="list-style-type: none"> <li>• Final selection of Target Population with special emphasis on school-wide instructional goals.</li> </ul>	<p>units of study. Use rubrics which incorporate the 5 process strands in Math to enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</p> <ul style="list-style-type: none"> <li>• The use of Scantron Performance Assessment Tool to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> <li>• Using a variety of websites such as Study Zone and Destination Math to remediate and extend student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> </ul>	<p>Population students.</p> <ul style="list-style-type: none"> <li>• Staff compose and administer Unit pre-Assessments to determine student proficiency prior to instruction.</li> </ul>
<p>January/ February</p>	<ul style="list-style-type: none"> <li>• Interim progress point to determine progress towards meeting instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units of study. Use rubrics which incorporate the 5 process strands in Math to enhance Depth of</li> </ul>		<ul style="list-style-type: none"> <li>• Staff administer assessment at interim point to determine progress towards meeting inst</li> </ul>

		<p>Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</p>		
March/ April		<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units of study. Use rubrics which incorporate the 5 process strands in Math to enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</li> <li>• The use of Scantron Performance Assessment Tool to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> </ul>		
May/ June	<ul style="list-style-type: none"> <li>• Final progress point to determine achievement of instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units of study. Use rubrics which incorporate the 5</li> </ul>		

		<p>process strands in Math to enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</p> <ul style="list-style-type: none"> <li>• Development and presentation of student projects through Math Showcase for the whole school. Students work individually or in groups to share their Math learning for the past year.</li> </ul>		
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**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level in literacy, math, the use of technology and grade promotional requirements through the workshops mentioned above.
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify highly –qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Lead teachers/ coaches are assigned to support struggling and un-qualified teachers.
- Title 1 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified.

### **Service and program coordination**

- We do not have Funding for these services

### **Budget and resources alignment**

- To follow are the fiscal and human resources that will be used to achieve this goal and support the actions/strategies/activities described in this action plan:

- Funding for substitutes or coverage by teachers funded through **Tax Levy**
- Teacher release time paid for through **Tax Levy**
- Assistant Principals are funded through **Tax Levy, C4E**
- Consultants from DOE, etc., are being funded through **Title I** funds
- Professional Learning Team funded through **Tax Levy**
- Grants (Title III LEP; SIFE)

## 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 - Mathematics**

- By June 2012, Students with Disabilities will demonstrate progress towards achieving state standards as measured by achieving a performance index of 130 to make AYP. The goal requires the movement of 40 students net of 199 potential students.

### **Comprehensive needs assessment**

- Our needs are based on the analysis of the New York State Accountability and Overview Report for the 2011 Math exam administration.

### **Instructional strategies/activities**

2011- 2012 Time line for Implementation  
For Goal 3 & 4

<b>Time Frame</b>	<b>Description/Activities</b>	<b>Strategies/Evidence</b>	<b>Resources/Staff</b>	<b>Staff Inclusion</b>
September 2011	<ul style="list-style-type: none"> <li>• Review preliminary NYSAOR released August 30, 2011 to determine strengths, weaknesses and identify areas of concern.</li> <li>• Present findings at Orientation to advise staff of strengths and challenges for the 2011-12</li> </ul>	<ul style="list-style-type: none"> <li>• The use of Scantron Performance Assessment Tool to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Team</li> <li>• Staff</li> <li>• Network support</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflect on successes and struggles of their students and classes on the 2011 NYSTP during common planning time.</li> <li>• Staff self-select Teaching Teams and</li> </ul>

	<p>year based on the 2011 NYSTP.</p> <ul style="list-style-type: none"> <li>• Compile and review results of NYSTP including proficiency and value-added by school, class, grade and pedagogue.</li> <li>• Compile a listing of students in need of AIS services and subgroups that did not make AYP on the NYSTP.</li> <li>• Administer pre-assessments in all subject areas to gather baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of research-based materials such as Impact Mathematics with manipulatives and technology tools to inform instruction and address the needs of the English Language Learners and Students with Disabilities subgroups.</li> </ul>		<p>initiate selection of five students they consider for their Target Population.</p> <ul style="list-style-type: none"> <li>• Staff administer pre-assessment (selected by staff during the previous year and approved by the DOE).</li> </ul>
October 2011	<ul style="list-style-type: none"> <li>• Review Item Analysis of the NYSTP for 2011 to determine strengths and weaknesses in curriculum and/or pedagogy.</li> <li>• Compile a preliminary listing of subgroups/students who did not make AYP as potential Target Populations for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Acuity: Item Analysis to see grade and class results from NYS Math Test to inform instruction for this year.</li> <li>• Align and develop classroom assessments with the CCLS that utilize task complexity to illustrate a student's depth of knowledge.</li> <li>• Using a variety of websites such as Study Zone and Destination Math to remediate and extend student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Directors</li> <li>• Coaches</li> <li>• Lead Teacher</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff use Item Analysis to reflect on their effectiveness of specific strands and Performance Indicators.</li> <li>• Staff determine area of focus for their Teaching Teams and compose a listing of preliminary Target Population.</li> <li>• Staff review results of baseline data for grouping of students and modifications of curriculum.</li> </ul>
November /	<ul style="list-style-type: none"> <li>• Present findings to staff on</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional</li> </ul>	<ul style="list-style-type: none"> <li>• Staff finalize</li> </ul>

December	<p>Election Day regarding subgroups.</p> <ul style="list-style-type: none"> <li>• Final selection of Target Population with special emphasis on school-wide instructional goals.</li> </ul>	<p>- Backward Design to plan units of study. Use rubrics which incorporate the 5 process strands in Math to enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</p> <ul style="list-style-type: none"> <li>• The use of Scantron Performance Assessment Tool to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> <li>• Using a variety of websites such as Study Zone and Destination Math to remediate and extend student understanding.</li> </ul>	<p>Team</p> <ul style="list-style-type: none"> <li>• Faculty</li> </ul>	<p>selection of Target Population students.</p> <ul style="list-style-type: none"> <li>• Staff compose and administer Unit pre-Assessments to determine student proficiency prior to instruction.</li> </ul>
January/ February	<ul style="list-style-type: none"> <li>• Interim progress point to determine progress towards meeting instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units of study. Use rubrics which incorporate the 5 process strands in Math to</li> </ul>		<ul style="list-style-type: none"> <li>• Staff administer assessment at interim point to determine progress towards meeting inst</li> </ul>

		enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.		
March/ April		<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units of study. Use rubrics which incorporate the 5 process strands in Math to enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</li> <li>• The use of Scantron Performance Assessment Tool to assess students based on their individual needs. Subject teachers utilize data to further inform instruction and differentiate by content, process and product for every student.</li> </ul>		
May/ June	<ul style="list-style-type: none"> <li>• Final progress point to determine achievement of instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Understanding by Design - Backward Design to plan units of study. Use rubrics</li> </ul>		

		<p>which incorporate the 5 process strands in Math to enhance Depth of Knowledge. Use Math tasks for each strand as formative and summative assessments that are rigorous and aligned to the CCLS. These tasks will be scaffolded as needed by teachers.</p> <ul style="list-style-type: none"> <li>• Development and presentation of student projects through Math Showcase for the whole school. Students work individually or in groups to share their Math learning for the past year.</li> </ul>		
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**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level in literacy, math, the use of technology and grade promotional requirements through the workshops mentioned above.
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify highly –qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Lead teachers/ coaches are assigned to support struggling and un-qualified teachers.
- Title 1 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified.

### **Service and program coordination**

- We do not have Funding for these services

### **Budget and resources alignment**

- To follow are the fiscal and human resources that will be used to achieve this goal and support the actions/strategies/activities described in this action plan:

- Funding for substitutes or coverage by teachers funded through **Tax Levy**
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## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5 – PARENTAL INVOLVEMENT**

- By June 2012, the number of parents actively involved in our P.T.A will increase by 3% as measured by their attendance sheets as they participate in our curricular and extra-curricular activities.

### **Comprehensive needs assessment**

- Our needs are based on the analysis of the Environmental survey from 2011 School Report Card.

### **Instructional strategies/activities From September 2011 to June 2012**

- We will continue to provide quality classes and workshops, both during and after school, and on weekends to assist new families in becoming acclimated to this country.
- We will continue to provide parents with classes in ESL, GED and Computers
- We will provide workshops and seminars in Parenting Skills, Stress Reduction, Safety, Financial, Immigration, Health Instruction, Fitness, Computer Skills, Arts & Crafts, Career Development, Student Academics, Science Oriented Projects, High School and College Preparation and Readiness, as well as other topics and resources for proper integration from staff/consultants.

- Involve our parents in multicultural events/activities through theater, dance, food and fine arts.
- Continue parental participation in our Parent Teacher's Association, School Leadership Team and Title I Parental Committee and inform them how important their participation in this program is.
- More of our parents will be encouraged to join our current team of Learning Leaders to assist in the classroom as well.
- Parents will be encouraged to become more involved in the school life by volunteering their services and attending our many award ceremonies, performance evenings (Winter/Spring Concerts) and thematic enrichment activities such as our Talent Shows, Math, Science and Social Studies Fairs and our Multi-Cultural Festivals.
- Organizations such as The Leadership Program, 21<sup>st</sup> Century Program, Learning Leaders, Urban Advantage, Project Share, Ciana, N.Y.P.D., P.T.A., St. John's GEAR UP and S.E.S. in conjunction with the Parent Coordinator, Staff Members and Administration will help provide the resources for proper integration for staff, students and parents.

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

- Providing materials and training to help parents work with their children to improve their achievement level in literacy, math, the use of technology and grade promotional requirements through the workshops mentioned above.
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify highly –qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Lead teachers/ coaches are assigned to support struggling and un-qualified teachers.
- Title 1 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified.

### **Service and program coordination**

- We do not have Funding for these services

### **Budget and resources alignment**

- To follow are the fiscal and human resources that will be used to achieve this goal and support the actions/strategies/activities described in this action plan:

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- Professional Learning Team funded through **Tax Levy**
- Grants (Title III LEP; SIFE)

## ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
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	# of Students Receiving AIS							
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	337	237	0	0	0	0	0	0
7	400	309	0	0	0	0	0	0
8	418	235	0	0	0	0	0	0
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	<b>Additional instruction that supplements regular class instruction during the day, before and after school. The 21<sup>st</sup> Century programs provide additional tutoring for struggling students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. We also conduct exam sessions on Saturday's and during our vacation periods.</b>
Mathematics	<b>Additional instruction that supplements regular class instruction during the day, before and after school. The 21<sup>st</sup> Century programs provide additional tutoring for struggling students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. We also conduct exam sessions on Saturday's and during our vacation periods.</b>

<b>Science</b>	<b>Additional instruction that supplements regular class instruction during special cram sessions held during the year on Saturdays and during vacation periods. In addition, teachers supplement instruction by requiring an investigative science report and product from each student.</b>
<b>Social Studies</b>	<b>Additional instruction that supplements regular class instruction during special cram sessions held during the year on Saturdays and during vacation periods. In addition, teachers supplement instruction by requiring an investigative social studies report and product from each student.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Additional instruction that supplements regular class instruction during the day, before and after school. The 21<sup>st</sup> Century programs provide additional tutoring for struggling students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. We also conduct exam sessions on Saturday's and during our vacation periods</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Our school Psychologists provide services based on their mandated caseloads. The Elmhurst Mental Health Clinic also supports our students by providing mental health services mandated and at risk.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Our school Social Worker provides services based on mandated caseloads. The Elmhurst Mental Health Clinic also supports our students by providing mental health services mandated and at risk by social workers as well as a Psychiatrist.</b>
<b>At-risk Health-related Services</b>	<b>At risk medical services are provided by a nurse from the Department of Health and by the Elmhurst Clinic based on our premises for all students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. There are two nurses on staff as well as a Nutritionist, Medical Doctor that also service our students.</b>

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## **PARENT INVOLVEMENT POLICY (PIP)**

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, in literacy, math, the use of technology and grade promotional requirements;
- 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; by joining the P.T.A., S.L.T., the Title I Parent Committee and Learning Leaders
- 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; by sending flyers, letters, notifications, newsletters as well as using the School Messenger Service
- 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-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-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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, 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;

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Dr. Dolores Beckham, Principal

*Ms. Sloane Titus, Asst. Principal, Math & Business Academy, Ms. Beatrice Johnson, Asst. Principal, Science & Technology,  
Ms. Elayne Federman, Asst. Principal, Journalism & Media Arts, Mr. Robert Nikc. Asst. Principal, Law & Humanities  
Mr. Ivan Rodriguez, Asst. Principal, International Bridge Academy, Wilma Berrios, Assistant Principal I.A.*

## **School Parent Compact (English)**

Joseph Pulitzer, I.S. 145Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

### **Required School-Parent Compact Provisions School Responsibilities**

Joseph Pulitzer, I.S. 145Q will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- ⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parent-Teacher's Conferences will be held on the following dates for the 2011-2012 school year:*

*November 17, 2011 – 6:00p.m. – 8:30p.m.  
– 1:00p.m. – 3:00p.m.*

*February 28, 2012 – 1:00p.m. – 3:00p.m.  
– 6:00p.m. – 8:30p.m.*

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Progress reports will be distributed quarterly  
Report cards will be distributed quarterly*

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Yearly Open Houses for each Academy*  
*Monthly P.T.A. Meetings where Student of the Month Certificates, Honor Roll and Principal's Honor Roll Awards are presented.*  
*Parents can speak with staff members during Parent-Teacher's Conference*  
*Parents can have a one to one conference with their child's teachers*  
*Parents are given an opportunity to volunteer and participate in their child's class*  
*Parents are entitled to observe classroom activities where their child is involved*  
*Parents are entitled to participate in professional development that the school provides through the Parent Coordinator and CBO's (i.e. literacy classes, workshops, seminars and cultural educational trips)*

- ⇒ provide parents opportunities to volunteer and participate in their child's class activities, and to observe classroom activities as follows:

*Parents are encouraged to come and volunteer their time in accordance with the Department of Education's Regulations, during the school day and/or before and afterschool activities by joining the P.T.A. (Parent's Teachers Association)*  
*Parents are also encouraged to become Learning Leaders.*  
*Parents are entitled to observe classroom activities where their child is involved.*

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

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

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time, dressed in full uniform and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom as needed ;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school curricular and extra curricular activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.

**Student Responsibilities**

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

- ⇒ Dress in full uniform and come prepared everyday with the necessary tools for school;
- ⇒ Come to school on time everyday ;
- ⇒ Do my class work everyday by taking efficient notes;
- ⇒ Do my homework every day and ask for help when I need to;
- ⇒ Read at least 30 minutes every day outside of school time;
- ⇒ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.



JOSEPH PULITZER, I.S. 145Q  
33-34 80th Street, Jackson Heights, NY 11372  
Phone (718) 457-1242 Fax (718) 335-0601  
Dr. Dolores Beckham, Principal

*Ms. Sloane Titus, Asst. Principal, Math & Business Academy, Ms. Beatrice Johnson, Asst. Principal, Science & Technology,  
Ms. Elayne Federman, Asst. Principal, Journalism & Media Arts, Mr. Robert Nikc. Asst. Principal, Law & Humanities  
Mr. Ivan Rodriguez, Asst. Principal, International Bridge Academy, Wilma Berrios, Assistant Principal I.A.*

### **Pacto entre Escuela y Padre (Español)**

La escuela Joseph Pulitzer I.S. 145Q y los padres de los alumnos actualmente participantes de actividades, servicios y programas financiados por el Acta de la Educación Primaria y Secundaria (ESEA), Título I, Parte A, están de acuerdo en que este pacto, señala la forma en que los padres, profesores y alumnos, compartirán la responsabilidad de trabajar hacia mejorar en el nivel académico de los alumnos. Los padres crearán y desarrollarán una forma de trabajar en conjunto con los profesores, con el fin de ayudar a los estudiantes a alcanzar los altos estándares que el estado fija. Este pacto escuela-padre está en efecto durante el año escolar 2011-2012.

#### **Es requerimiento y responsabilidad de la escuela proveer:**

- marcos curriculares e instrucción de calidad, apoyo al estudiante y un entorno apto para el aprendizaje y la obtención de metas de acuerdo a los estándares estatales.
- Conferencias entre padres y profesores (detalladas después en la presente carta), las que se llevarán a cabo el:

17 de noviembre, 2011      1:00pm – 3:00pm  
6:00pm – 8:30pm

28 de febrero, 2012      1:00pm – 3:00pm  
6:00pm – 8:30pm

- reportes frecuentes, detallando el progreso de los estudiantes. Reportes de progreso y libretas de notas, serán enviadas a los padres cuatrimestralmente.
- Acceso razonable a profesores y personal de la escuela. En especial durante:
  - la casa abierta de cada academia anualmente.
  - las reuniones de P.T.A., donde los estudiantes destacados de cada mes

son

gratificados.

- las conferencias de padres y profesores, donde padres podrán hablar en persona

con docentes y personal de la escuela.

- las oportunidades para que los padres puedan participar en la clase de sus hijos.

- las actividades en las cuales los padres tienen el derecho de observar a sus hijos participando.  
- as actividades en que los padres tienen el derecho de participar en desarrollo profesional impartidas por la escuela, a través del coordinador de padres y CBO's, por ejemplo: clases de alfabetización, talleres, seminarios, y actividades culturales.

- Provee la oportunidad a los a participar y ser voluntarios en las actividades de sus hijos
  - los padres son motivados a venir y usar su tiempo voluntariamente de acuerdo de las regulaciones del Departamento de Educación durante los días de escuela y cuando participan con la Asociación de Padres y Profesores (P.T.A.)
  - Los padres son motivados para que sean “Learning Leaders”
  - los padres tienen el derecho de observar las actividades de sus hijos dentro del salón de clases
- participación en la planeación, evaluación y mejora del sistema de inclusión para padres y temas asociados.
- integrar a los padres en la creación y desarrollo conjunto de planes para Escuelas con Programas Amplios (School Wide Program), en forma organizada y puntual
- reuniones con los padres para informarles acerca de la participación de la escuela en programas del acta Título I, Parte A. Abasteciéndolos de información acerca de en qué consisten, cómo funcionan, cómo son evaluados, cómo se mantienen archivos de desarrollo y progreso, el derecho de los padres de participar en ellos, y los requerimientos para participar. Estas reuniones ocurrirán en diferentes horarios, con la intención de que todos los padres interesados puedan asistir.
- información en forma clara y uniforme, con el fin de llegar a todos los padres, más allá de cualquier impedimento.
- oportunidad a los padres de formular sugerencias acerca de decisiones en relación a la educación de sus hijos. La escuela deberá responder a la brevedad posible, en respuesta a esas sugerencias.
- información a los padres de alumnos, si éstos han sido asignados, o han tenido clases por más de cuatro semanas por un profesor no idóneo, o que no reúne los antecedentes necesarios bajo la sección 200.56 del título I.

➤ **Los padres serán responsables de :**

Como padres apoyamos el aprendizaje de nuestros hijos de las siguientes maneras:

- apoyar a mi hijo/a, situando su educación como prioridad en el hogar.
  - asegurando me que mi hijo/a se presente a clase a tiempo, con su uniforme completo
- y preparado para el día escolar.
- vigilando la asistencia
- hablando con mi hijo/a acerca de sus actividades todos los días.
- coordinando horas para realizar tareas y cerciorándose de que estas sean realizadas.
- proveyendo un entorno apto para estudiar
- vigilando el tiempo que mi hijo/a dedica a ver televisión.
  - ejercer voluntariamente en el aula de mi hijo(a) como sea necesario.
  - participar, como es apropiado, en las decisiones en relación a la educación de mi hijo/a.
  - participar con frecuencia en actividades curriculares y extracurriculares
  - promover el uso positivo de las horas de diversión de mi hijo(a)
  
- mantenerse al tanto de todas las novedades en relación a la educación de mi hijo/a, y leer a tiempo las cartas y comunicados que establecen el nexo entre las escuelas y los padres.
- participar tan activamente como les es posible, en centros de padres, como miembros o como líderes activos.
- leer con mi hijo/a a diariamente
- asegurarse de que mi hijo/a sean miembros de la biblioteca pública
- comunicar valores positivos, como el respeto, el trabajo y la responsabilidad.
- respetar las diferencias culturales de otros
- ayudar a sus hijos a entender las consecuencias que traen las malas acciones
- tomar conocimiento y seguir las reglas y regulaciones de la escuela y el distrito.
- apoyar los principios de acción de la escuela
- expresar altas expectativas y ofrecer premio y reconocimiento por el alcance de estos

### **Los estudiantes serán responsables de:**

Como estudiantes, compartiremos la responsabilidad de superarnos académicamente en los requerimientos del Estado de la siguientes maneras:

- Vestir de uniforme completo y venir a la escuela preparados con todos los materiales necesarios para desempeñar un buen trabajo.
- Presentarse en la escuela a tiempo todos los días.
- Hacer mi trabajo eficientemente, tomando todas las notas pertinentes.
- Hacer mi tarea correctamente y pedir ayuda cuando sea necesario.

- Leer independientemente, al menos 30 minutos a diario fuera de las horas de escuela.
- Entregar a los padres (o quien esté legalmente a cargo de mi bienestar) toda información enviada desde la escuela, en relación al estudiante.



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**SCHOOL-STUDENT-PARENT COMPACT 2011-2012**

The Joseph Pulitzer School, I.S. 145 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improving student academics achievement and the means by which the school, parents and students will build and develop a partnership that will help children achieve the State's high standards. The attached School-Student-Parent Compact is in effect for the above-mentioned school year.

---

I understand the attached School-Student-Parent Compact and agree to adhere to it.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Print Parent/Guardian's Name

\_\_\_\_\_  
Class

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Dolores Beckham, Principal, I.S. 145

**(Please returned the signed document to the Academy Director  
or to the Main Office)**

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## **PACTO ENTRE LA ESCUELA, ESTUDIANTE Y PADRES 2011-2012**

La Escuela Intermedia Joseph Pulitzer I.S. 145Q, y los padres de los estudiantes que están participando en las actividades, servicios y programas auspiciados bajo los fondos del Título I, Parte A de la Acta Educación Elemental y Secundaria, concuerdan que este contrato expone que los padres, el personal de la escuela, y los estudiantes compartan la responsabilidad de mejorar los logros académicos de los estudiantes. Por este medio la escuela y los padres establecerán y desarrollaran alianzas conjuntas que ayudarán a los estudiantes a alcanzar las altas metas académicas del Estado. El Pacto Entre Escuela, Estudiante y Padres adjunto estará en vigor en al año académico antes mencionado.

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Hemos recibido una copia del Pacto Entre La Escuela, Estudiantes y Padres adjunto, el cual entendemos y nos comprometemos a cumplir.

\_\_\_\_\_  
Firma del Estudiante

\_\_\_\_\_  
Firma de los Padres/Guardián

\_\_\_\_\_  
Nombre del Estudiante – Letra de Molde  
Molde

\_\_\_\_\_  
Nombre de los Padres – Letra de

\_\_\_\_\_  
Clase

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Dr. Dolores Beckham, Principal, I.S. 145

**(Firme y devuelva al Director de la Academia o envíe a la Oficina Principal de la Escuela) For LAP 2011-12 please see attached file in email.**

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

**School DBN:** 30Q145 **School Name:** The Joseph Pulitzer School Intermediate School 145 Q

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

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

**Category:**    Basic    Focused  Comprehensive

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

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

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

For two consecutive years MS 145Q Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups failed to make their Annual Yearly Progress as evidenced by the New York State Grades 6, 7, & 8 ELA Exam. Our goal this year is for our SWD and LEP students to demonstrate progress towards achieving basic standards in literacy, as measured by a 3% increase on the 2012 NYS ELA Exam as compared to the 2011 NYS ELA Exam. This goal was created as a direct response to our students (SWD & LEP) not meeting their AYP in Literacy. This group was identified by a careful analysis of the 2011 ELA results, including the item skill analysis in ARIS. Therefore, progress for our students with disabilities subgroup is a priority for this school year.

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

Middle School 145Q will implement an After-School/Saturday Programs of Instruction as the intervention to support the improved achievement in Literacy of our SWD and LEP students in Grades 6, 7 & 8. Our After-School/Saturday Program will span four months and will concentrate on the specific needs of our Students with Disabilities in order to prepare them for the NYS ELA Exam. The teachers will provide grade appropriate small group and individualized instruction in Literacy. Therefore, the skills and strategies will be taught by service providers who have demonstrated an expertise in literacy instruction and are skilled in working with special education students and their needs. The program will run for 11 weeks including Saturdays. Weekday sessions run from 1 to 2 hours. However, our Saturday Program will be four hours. The duration of the program will be from January 21, 2012 through April 14, 2012 servicing the majority of our SWD and LEP population.

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

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

Ten percent of the funds will be used in the following manner: Mentoring for teachers who teach ELL students. The company that we will use is called Education Consortium.

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

Mentoring will occur by having the official school mentor help provide mentoring activities for all new teachers. In addition, a cadre of veteran buddy/ mentor teachers in various disciplines, literacy and math coaches, as well as all Assistant Principals will provide mentoring for all new and struggling teachers.

The funding for Professional Development will allow the school to implement and sustain Differentiated Instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of SWDs and LEPs will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of these student populations. Teachers will collaborate and craft alternative strategies in order to promote greater student success. Professional Development will take place for two full days with a qualified consultant, our Literacy Coach, Assistant Principals, specialized in house staff and network personnel.

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

MS 145Q will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education . We will customize this letter to address and reflect our school's specific needs and services.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Debora Maldonado/ Mae Q. Fong</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>145</b>
School Name <b>Joseph Pulitzer</b>			

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

Principal <b>Dr. Dolores Beckham</b>	Assistant Principal <b>Mr. Ivan Rodriguez</b>
Coach <b>Ms. Kelly McNulty</b>	Coach <b>Ann Zajac</b>
Teacher/Subject Area <b>Smith Jorge (ESL)</b>	Guidance Counselor <b>Carmen Persichitti</b>
Teacher/Subject Area <b>Cecilia Delgado (Science)</b>	Parent
Teacher/Subject Area <b>Christine Fuentes (Math)</b>	Parent Coordinator <b>Geri Fils-Aime</b>
Related Service Provider <b>Rebekka Plaia</b>	Other <b>Maria Garrido (ESL Teacher)</b>
Network Leader <b>Mae Q. Fong</b>	Other <b>Robert Nikc (AP)</b>

### C. Teacher Qualifications [i](#)

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

Number of Certified ESL Teachers	<b>18</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### D. School Demographics

Total Number of Students in School	<b>2056</b>	Total Number of ELLs	<b>466</b>	ELLs as Share of Total Student Population (%)	<b>22.67%</b>
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## Part II: ELL Identification Process

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

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

IS 145 follows the mandated protocols to place ELLs where they can benefit the most. The bilingual staff comprised of a secretary (Ana Donaso), guidance counselor (Carmen Persichitti), parent-coordinator and Assistant Principal are highly trained to assist parents in the enrollment process. At enrollment, the Home Language Identification survey (HLIS) is administered to determine LAB-R eligibility. If the Home Language is other than English or the student's native language is other than English, then an informal student interview in their native language as well as English is conducted by Ivan Rodriguez (assistant principal). If the student speaks a language other than English or speaks little or no English, a licensed ESL teacher (Maria Garrido) administers the Language Assessment Battery-Revised (LAB-R) within the 10 day time period. If the student scores below proficiency he/she is considered an ELL. The Parent is then informed of the three educational programs we offer to ELLs. The Parent then opts for one of the three (TBE, Dual or Freestanding ESL). Annually we administer the NYSESLAT to determine student proficiency (ie., beginning, intermediate or advanced level). If the student falls into any of these levels, the student remains an ELL and the services continue. Once ELLs take the NYSESLAT, they are placed accordingly based upon their performance.

We provide the parents with the Chancellor's video where it explains the parent choices in their native language. Parents are informed of the different choices and the entitlement letter is provided to them to complete it since the school offers all possible choices. Letters stating the parent's preference is kept in a school file.

Parents are continuously invited, in writing, to visit the school to: attend workshops, discuss their child's progress, update, if necessary, the entitlement letters, visit the classroom to best understand their choices, and to take computer or ESL classes. The trend in program selection over the years shows that parents are more interested in placing their children in Dual Language or Free-Standing ESL. All programs offered are aligned with parent requests. Based on the Parents' Choice Letters and the Home Language Survey forms, IS 145Q has created four (4) ESL, six (6) TBE classes and six (6) Dual Language Classes. In Parent Orientation meetings, the three programs that are offered by the city are thoroughly explained. If parents choose to change the student's original placement from the entitlement letter, an explanation is provided once again in the parent's native language if needed. Once the parent makes a decision, the letter indicating their selection is kept in a school file.

## 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❄	No⓪	If yes, indicate language(s): Spanish
Dual language program	Yes❄	No⓪	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	2	2					5
<b>Dual Language</b> (50%:50%)							2	2	2					6
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	1	1					4
<b>Push-In</b>							12	10	8					30
<b>Total</b>	0	0	0	0	0	0	17	15	13	0	0	0	0	45

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	466	Newcomers (ELLs receiving service 0-3 years)	192	Special Education	103
SIFE	25	ELLs receiving service 4-6 years	155	Long-Term (completed 6 years)	109

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	129	13	2	3		1	8	0	8	140
Dual Language	3	0	0	3			4	0	0	10
ESL	83	10	7	134	7	40	99	0	31	316
<b>Total</b>	<b>215</b>	<b>23</b>	<b>9</b>	<b>140</b>	<b>7</b>	<b>41</b>	<b>111</b>	<b>0</b>	<b>39</b>	<b>466</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	56	60					139
Chinese														0
Russian														0
Bengali														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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>56</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>139</b>

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP												
Spanish														65	6	55	4	57	10	177
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other													1						1	0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>65</b>	<b>6</b>	<b>55</b>	<b>4</b>	<b>57</b>	<b>11</b>	<b>177</b>											

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino: 185

Native American: \_\_\_\_

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

Other: 3

### 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							122	97	69					288
Chinese							1	0	1					2
Russian							0	0	0					0
Bengali							2	5	6					13
Urdu							3	0	0					3
Arabic							1	1	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							2	0	0					2
Other							2	1	2					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>133</b>	<b>104</b>	<b>79</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>316</b>

## 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?

## A. Programming and Scheduling Information

I.S .145 has the following organizational models to service the ELL population:

- Homogeneous grouping based upon proficiency level. Students travel as a block to the different content area teachers. All content areas are departmentalized.
- The ESL teachers deliver 360 minutes of ESL instruction a week to all beginner and intermediate ELLs and 180 minutes to advanced ELLs.
- Bilingual classes receive 60% of their instruction in Spanish, including 180 minutes of Native Language Arts a week.
- Dual Language classes follow a 50-50 model including five (5) periods of NLA and one subject (Science or Social studies) completely taught in Spanish.
- Students in Freestanding ESL receive 100% of the instruction in English. Advanced students in the mainstream setting receive push-in services by licensed ESL teachers.

The Delivery of instruction for ELLs in all content areas is based upon the Workshop Model, which emphasizes cooperative and inquiry-based learning. The use of Q-TEL and CALLA Methodologies, balanced-literacy instruction and student-centered tasks are some of the strategies used to help ELLs improve their linguistic and academic abilities. ELLs are expected to perform to the same standards as Non-ELLs.

The school-mandated curricula is supplemented by a variety of ELL specific texts, software and theme-based classroom libraries. Teachers implement various scaffolding strategies such as making connections, gallery walks, Talk Show, Think Aloud, and Peer Assessment amongst others. Teachers meet once a week to review research-based literature, reflect upon strategies modeled during teachers' inter-visitiation, and analyze student work via teacher moderation.

Students in the ESL self-contained program are provided with content-area glossaries and dictionaries. Low incident language students receive one-to-one translation in state exams. Parents and students receive documents from the Department of Education in different languages.

In addition, ELLs have access to computer-based programs for reading and mathematics, i.e., Achieve 3000, ESL Reading Smart, and Destination Math. These programs allow teachers to tier lessons to target the academic needs of individual students based upon their learning styles.

ELLs with 80% participation rate during the school year 2011-12 will accelerate their linguistic and academic learning in all content areas through smaller classes with quality instruction, technology, multicultural activities, and extended-day and Saturday programs.

School team members and teachers of Ells spend a minimum of 30 hours during their professional development periods on planning and receiving high quality training on a variety of strategies and methodologies specifically designed to support the accelerated academic/language learning of the ELL population.

I.S. 145 has 111 Long-Term ELLs. In streamlining the different sources of formative and summative assessments (State exams, Acuity scores, Subject area Core Tests, Student portfolios, Scantron performance series), Long-Term ELLs underperformed in comparison to our school's non-ELLs as follows: In the area of Mathematics, they showed deficiencies in: (a) Number sense and operations – Recognizing the difference between rational and irrational numbers; (b) Short and extended responses in Geometry and Algebra; and (c) Solving equations involving the distributive property.

Using the NYSESLAT (reading and writing modalities) and the ELA State Exam as baselines, this subgroup of Long-Term ELLs shows deficiencies in analyzing nonfiction texts. Based on the ELA item analysis reports, ELLs scored below standard in the following areas: (a) Identifying different perspectives (such as social, cultural, ethnic, historical) on an issue presented in one or more than one text; (b) Evaluating the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas; and (c) Recognizing how the author's use of language creates images or feelings.

ELLs within the ICT or self-contained settings receive push-in services by a licensed ESL teacher according to their NYSESLAT level

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

## A. Programming and Scheduling Information

received units of study with a section that addresses the different tasks and assessments that could be used to differentiate for this population. Push-in services by a licensed ESL teacher are provided to all students with an IEP. The ESL teacher inputs the services in

## 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?

The ESL/ Bilingual staff analyzes the ELL interim assessment to: differentiate instruction, (b) plan school assessment tools, (c) align the NLA and ESL instruction following the Workshop Model, and to plan professional development activities for teachers.

Our beginner students will be receiving eight periods of ESL by a Certified ESL teacher and four periods of Science in English using CALLA methodology to initiate the student in the cognitive academic language (CALP). Teachers in all content areas will summarize their lessons in English.

Our SIFE students receive Academic Intervention Services during the day and the morning Extended Day Program. We are also exposing them to many cultural events. SIFE students are included in as many activities as possible in order to develop their academic and cultural interests.

Long Term ELLs will continue to attend regular classes and receive ESL services within a push-in model by an ESL certified teacher. Teachers working with ELLs will be trained in infusing writing in all content areas. Students will be encouraged to attend an Extended Afternoon Program and Saturday Program in preparation for the ELA Exam. There is a continuous open-door policy whereby ELLs in the mainstream classes are permitted to come to the International Bridge Academy during their Assembly period to meet with the bilingual guidance counselor to discuss any issues or concerns they may have. This information is discussed at the school cabinet meetings with their respective directors.

The instructional materials in terms of technology that are used to support ELLs are Achieve 3000, Reading Smart, and Destination Math. These materials are used in content areas and are available in their native language. In addition, teachers have classroom libraries to accommodate and support the different literacy levels for students in Bilingual programs.

Our ELLs who have been identified as students with special needs are in ICT classes or are receiving SETTS or related services. They are following IEP set goals and CSE recommendations. They are also encouraged to attend After School and Saturday programs. All ELLs are receiving the required hours of instruction per week and this can be reviewed by looking at student and teacher schedules.

## Courses Taught in Languages Other than English

### C. Schools with Dual Language Programs

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

IS 145 has a 50-50 English/Spanish model for students in dual language programs. We are the feeder school for many elementary schools that have DL programs. Therefore, our goal is to keep this population to be biliterate, bilingual and bicultural. We have a bilingual staff who is constantly assessing their language and cognitive development in different content areas.

Native Language Arts			
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### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The teachers servicing ELLs meet on a weekly basis for professional development. They meet by departments and cluster (DL, ESL, Bil.) teams. Lead teachers, coaches, departmental administrators, staff from Network (LSO) and the Office of English Language Learners are instrumental in moving the staff forward. Some professional books used for PD are: Differentiated Assessment Strategies, How to Give Effective Feedback to your Students, Understanding by Design, Checking for Understanding, amongst others. All math and ELA/ESL teachers meet on a weekly basis to discuss, plan and implement different strategies and tasks to accommodate the needs of ELLs per the new Common Core Learning Standards, performance assessment, looking at student work, etc. Science and Social Studies teachers meet twice a month.

All guidance counselors are aware of the ELL's needs via their academy directors. They meet twice a month to address ELLs' academic, as well as social/emotional challenges.

We will continue providing teachers opportunities for professional development outside of IS 145. Different teachers will be attending workshops offered by the Office of English Learners on: ELL Writing Institute, Middle School Math Institute, Science Institute, amongst others.

The ESL and content area teachers will be trained in how to utilize the Academic Language and Literacy Diagnostics (ALLD) and Oral Interview Questionnaire to identify the students with Interrupted Formal Education. Also, teachers will be part of an inquiry team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual needs of the focused population. Furthermore, teachers will receive extensive training in the use of computer-based software specifically designed to help students develop their linguistic and academic performance. Records of meetings are maintained as per Jose P. such as agendas, sign-in sheets of participating staff, etc. These records are maintained in school files.

### 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?

There is an open door policy for parents of ELLs at IS 145. Parents are taking ESL classes offered at the school site through the ELLIS Program. Parents will also benefit from the Achieve 3000 Program by receiving training in monitoring their child's performance, while using the computer-based software. Parents will also receive computer classes. Monthly Parent letters are provided in both Spanish/English. Further explanations of events and upcoming testing are conducted in monthly PTA meetings. Translations are provided in all meetings with parents. The school has the advantage of having a multicultural staff. This school is around 88% Spanish. I.S. 145 Q partners with the Goodwill Industries Beacon Program at P.S. 149Q. Both our student and parent populations are encouraged to take advantage of the different services (workshops, sports activities) they provide to the community. We also partnership with Adult Learning DC 75 where they provide in-house ESL, Computers and GED classes to our parents.

Parents will be trained in topics such as: How to assist their children with how schools work, How to talk to adolescents, How to determine gang and drug-related behavior, How to familiarize themselves with the Board of Education Regulations (Discipline Code, choosing the appropriate High School, etc.). These workshops will be conducted once a month by the Guidance Department.

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

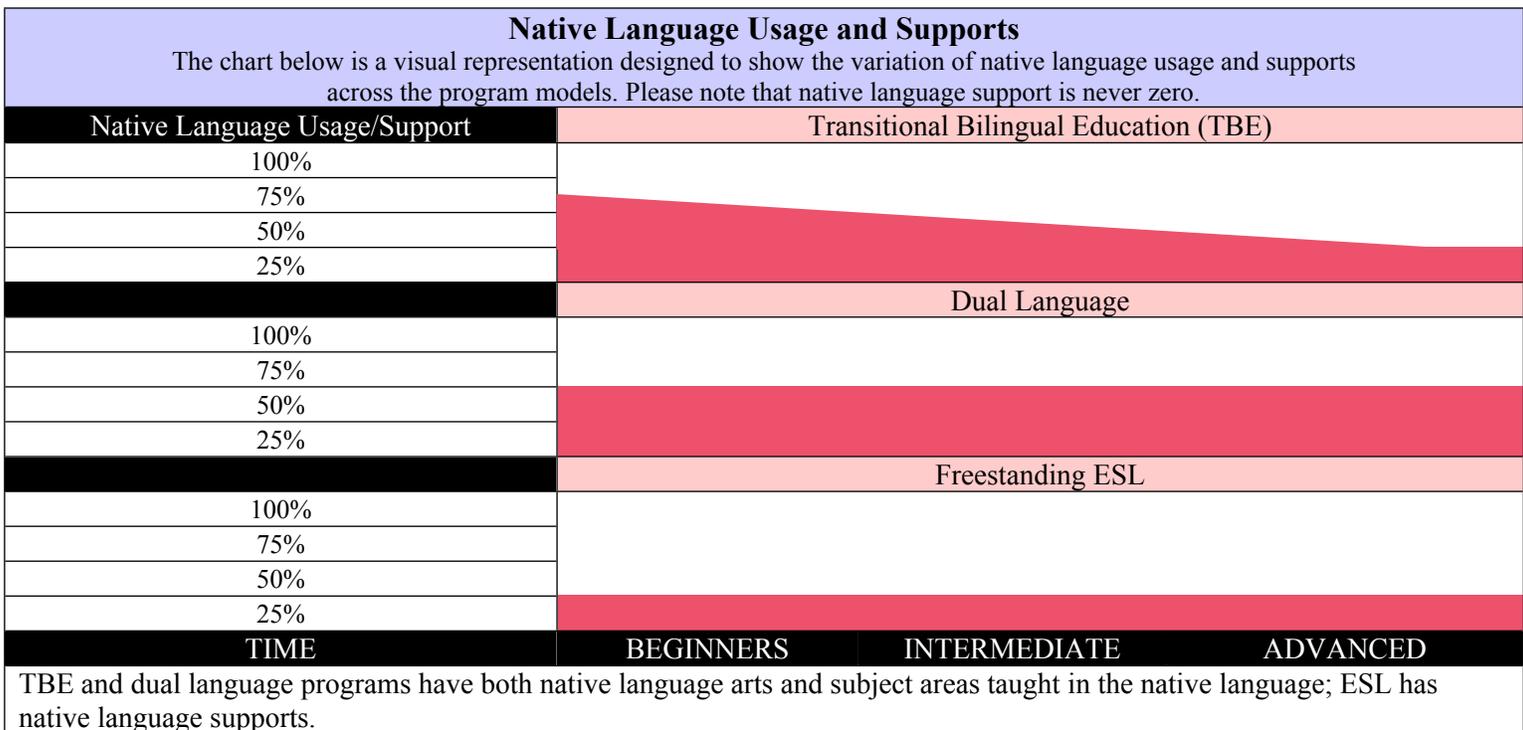
Beginning

Intermediate

Advanced

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

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



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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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literacy genres will also be implemented. ELLs will be exposed to a variety of content area reading materials, along with strategies for understanding the concepts explained in the materials.

## Additional Information

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Paste additional information here

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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)							17	12	3					32
Intermediate(I)							0	0	0					0
Advanced (A)							0	4	7					11
Total	0	0	0	0	0	0	17	16	10	0	0	0	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	13	13				
	I							9	13	17				
	A							69	61	28				
	P							47	62	72				
READING/ WRITING	B							16	19	32				
	I							20	47	51				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>							76	69	47				
	<b>P</b>							20	14	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	86	43	2	0	131
7	53	61	0	0	114
8	56	65	0	0	121
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	39	5	51	23	16	15	2		151
7	14	16	38	27	30	35	1	1	162
8	12	6	49	38	17	15	1	1	139
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8	7	39	24	21	21	3		123
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				

### New York State Regents Exam

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

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	20	21	30	78	3	17	22	129
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

After reviewing data patterns across proficiency levels on the LAB-R and the NYSESLAT, ELLs at IS 145Q. have stronger oral language development than written language development. This trend is also affecting our long term ELLs where 71 out of 105 are proficient in Listening and Speaking, but in the Reading and Writing modalities, they are not able to reach the proficiency level. In order to improve and help our ELLs content area instruction, our overall reading and writing instruction needs to be strengthened. More explicit instruction in literacy genres will also be implemented. ELLs will be exposed to a variety of content area reading materials, along with strategies for understanding the concepts explained in the materials.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> <u>Joseph Pulitzer</u>		<b>School DBN:</b> <u>30Q145</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Dolores Beckham	Principal		
Ivan Rodriguez	Assistant Principal		
Geri Fils-Aime	Parent Coordinator		
Smith Jorge	ESL Teacher		
	Parent		
Cecilia Delgado (Science)	Teacher/Subject Area		
Cristine Fuentes (Math)	Teacher/Subject Area		
Kelly McNulty	Coach		
Ann Zajac	Coach		
Carmen Persichitti	Guidance Counselor		
Mae Q. Fong	Network Leader		
Robert Nike	Other <u>Assitant Principal</u>		
Maria Garrido	Other <u>ESL Teacher</u>		
Rebekka Plaia	Other <u>RSP</u>		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 30Q145      **School Name:** Joseph Pulitzer Intermediate School

**Cluster:** 5      **Network:** CFN 535

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

**Part A: Needs Assessment Findings**

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

Based on the data in the Home Language Report, this school is 80% Spanish, 4% Bengali/Urdu, as well as 24 other low-incidental languages. Since we have a multi-cultural staff, the school accomodates the language translations accordingly. The school accesses translated documents from the Department of Education to communicate with parents of different languages, for example, Discipline Codes, Title III and Title I entitlement letters, among others.

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.

Parents highly benefit from receiving monthly parental letters, progress reports and regular communications in English and Spanish. Oral interpretations are provided in all Parent-Teacher, School Leadership Team meetings, School Open Houses, Parent-Teacher Conferences, etc. We post the Parent Rights document in all languages approved by the Department of Education. All school staff members are instructed that information to the parents should always be conveyed in English as well as in parents

language.

## Part B: Strategies and Activities

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

Written translation services are provided in Spanish, as well as in all other languages approved by the Department of Education. As mentioned above, we have a multi-cultural staff. The school accommodates the language written translations accordingly and are provided for all school communications to parents. Monthly parental newsletters go home in at least two languages.

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

Oral interpretation services will be provided by the in-house multi-lingual staff in the parents native languages during small group meetings, Parent-Teacher conferences, School Leadership Team meetings, Open-Houses, and any other activity as needed.

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

School fulfills Section VII of Chancellor's Regulations A-663 by:

- \* Providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- \* Posting in our Main School Lobby a sign in each of the covered languages or most prominent languages indicating the availability of interpretation services.
- \* Creating a Safety Plan containing procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- \* Obtaining for parents of more than 10% of the students that speak a primary language that is neither English nor a covered language, from

the Transition and Interpretation Unit a translation into such language or the signage and forms as required.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <a href="#">Joseph Pulitzer I.S 145</a>	DBN: <a href="#">30Q145</a>
Cluster Leader: <a href="#">Debora Maldonado</a>	Network Leader: <a href="#">Mae Q. Fong</a>
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: <a href="#">Vacation/Recess</a>
Total # of ELLs to be served: <a href="#">480</a>
Grades to be served by this program (check all that apply):
<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input 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:
# of certified ESL/Bilingual teachers: <a href="#">15</a>
# of content area teachers: <a href="#">10</a>

## 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: Joseph Pulitzer Intermediate School 145Q is a large, urban, ethnically and culturally diverse middle school in the heart of Jackson Heights, NY with approximately 2,026 students divided into five different academies. 480 of our total student population are ELLs. The International Academy is servicing 282 beginners, intermediates, and advanced ELLs in three Transitional Bilingual Classes, six Freestanding English as a Second Language classes, and six Dual Language Classes (Spanish/English). 221 advanced ELLs are distributed among the other four academies in honors, sub-honors, regular classes. We have 15 certified ESL teachers, 2 Common Branches and 10 certified content area teachers.

Beginner ELLs in TBE receive 60% instruction in Spanish and 40% in English. Intermediate ELLs in TBE get 60% of the instruction in English and 40% in Spanish. Both groups in the TBE receive Spanish Native Language Arts as one of their major subjects and 360 minutes of ESL per week. Our Advanced ELLs in the other academies get 100% instruction in English. Certified ESL teachers push-in to their classes for 180 minutes each week to scaffold lessons as they make this transition. The Dual Language classes follow the 50-50 model. 85% of the school population is of Spanish ethnicity.

IS 145 follows the mandated protocols to place ELLs where they can benefit the most. The bilingual staff comprised of a secretary, guidance counselor, parent coordinator, bilingual coordinator and Assistant Principal are highly trained to assist parents in their native language about the following: completion of documents (HLIS etc.), program choices, administration of formal and informal assessments, academic expectations, and the support system in general.

INSTRUCTIONAL PROGRAM: (Description of Program)

Throughout the course of the school year, IS145Q provides extensive enrichment and support for our large ELL population. These programs take place after school, on Saturdays and over vacation periods when school is in recess. The following is an overview of each of the programs we offer at IS145 to meet the needs and overcome the challenges presented to us with our large ELL group:

### After School Program

This program provides support for our students on a regular basis after school. In order to more readily bring our ELL population up to speed and more prepared for the state ELA and Math Assessments, this program meets regularly after school throughout the year to provide as much support as possible. Instruction is offered three days a week from 2:45-4:15 PM from November through May. Students will be serviced by a licensed/certified ESL or Bilingual teacher.

### Saturday Instructional Academy

In order to help our ELL's meet the needs of the 21st Century, in a world that is ever more focused on technology, we offer our students the Saturday Academy. During this time an emphasis is placed on students developing their English and math skills via a variety of literacy-based and math tailored

## Part B: Direct Instruction Supplemental Program Information

programs. These programs include Achieve 3000, Reading Smart for ELLS, Destination Math and The Learning Village. This academy will meet from 8:30-1:30 with fours of instructional time, in addition to breakfast and lunch for the students. These students will be serviced by a licensed/certified ESL or Bilingual teacher.

### Spring Break Academy

A lot of research has been conducted on the improvement of student learning in regard to the development of writing. Doug Reeves’ 90-90-90 study concluded that in order to best improve this area was via a “laser-like focus” and an emphasis upon non-fiction writing. This Academy will focus its attention on non-fiction and reading and writing. In this way students will be offered an opportunity to develop their CALP (Cognitive Academic Language Proficiency) to better meet their needs in the classroom, both in the middle school and high school, and ultimately, with this foundation, the college level.

This will be offered from 8:30-1:30, with fours of total instructional time, in addition to breakfast and lunch provided for the students. These students will be serviced by a licensed/certified ESL or Bilingual teacher.

For each program students are invited to participate based upon the following criteria:

- Student Test Score/ Level
- Teacher Recommendation
- Parental Invitation and Consent

## 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: PROFESSIONAL DEVELOPMENT:

The teachers servicing ELLs meet on a weekly basis to receive professional development. They meet by department and cluster (DL, ESL, BL) teams. Lead teachers, coaches, departmental supervisors, LSO staff and the office of English Language Learners are instrumental in providing the on-going pedagogical support required. Teachers have been highly trained in assessing students’ performance to drive instruction, refining components of the workshop model, QTEL strategies, and differentiation of content, process and product. Teachers also use different standardized exams, TAN, SAN, Core Tests and Interdisciplinary Portfolios to drive instruction based on the students’ needs. NLA Spanish teachers, teaching TBE students also use the workshop model and mirror the ELA format. Some of the professional books to provide training for teachers are: Differentiated Assessment Strategies, How to Give Effective Feedback to you Students, Understanding by design, Checking for Understanding, among others.

### Part C: Professional Development

We will encourage teacher's participation in attending the OELL Professional Development Program. In addition, teachers working with ELLs will be trained in how to utilize the Academic Language and Literacy Diagnostic (ALLD) and Oral Interview Questionnaire to identify students with Interrupted Formal Education. Teachers will also be part of an Inquiry Team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual need of the focused population.

Different Consultants have been providing PD to teachers in the use of different educational software and programs (Achieve 3000, ESL Reading Smart, Destination Math, and Rigor by Benchmark Education). These literacy based programs may be used during the day, after school and from the students' homes, where parents can also benefit from them. The use of these programs to enhance instruction has required teachers to be highly trained in use of technology.

#### Professional Development Timeline

"Differentiated Reading Instruction for English Language Learners Using Striplings Model of Inquiry" (Ongoing)

9/2011	Materials: Units, Pacing Calendar
9/2011	Teacher PD Surveys, September Curriculum
Ongoing	Curriculum mapping, curriculum modifications for beginner ELLs, Review workshop model
Ongoing	Progression of Writing
10/2011	Writing frame: revise generic to make specific to task, review of the workshop model
Ongoing	Looking at student work, how to log into TCRA (demo)
1/2012	CCSS: implications for the next unit of study/beginning of integrating new standards
2/12	Literature Circles: assessments
3/12	Moderation of Core Writing Exams/Looking at Student Work
3/12	Common Core State Standards: Vocabulary Workshop Part 1
3/12	Common Core State Standards: Vocabulary Workshop Part 2

### 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: There is an open door policy for parents of ELLs at IS 145. Parents are taking ESL classes offered at the school site through the ELLIS Program. Parents will also benefit from the Achieve 3000 Program by receiving training in monitoring their child's performance, while using the computer-based software. Parents will also receive computer classes. Monthly Parent letters are provided in both

**Part D: Parental Engagement Activities**

Spanish/English. Further explanations of events and upcoming testing are conducted in monthly PTA meetings. Translations are provided in all meetings with parents. The school has the advantage of having a multicultural staff. This school is around 88% Spanish.

I.S. 145 Q partnerships with the Goodwill Industries Beacon Program at P.S. 149Q. Both our student and parent populations are encouraged to take advantage of the different services (workshops, sports activities) they provide to the community. We also partnership with Adult Learning DC 75 where they provide in-house ESL, Computers and GED classes to our parents.

Parents will be trained in topics such as: How to assist their children with how schools work, How to talk to adolescents, How to determine gang and drug-related behavior, How to familiarize themselves with the Board of Education Regulations (Discipline Code, choosing the appropriate High School, etc.). These workshops will be conducted once a month by the Guidance Department.

**Part E: Budget**

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

Allocation Amount: \$63516

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$47,699</u>	<ul style="list-style-type: none"> <li>After School Program</li> <li>Saturday Instructional Academy</li> <li>Spring Break Academy</li> <li>ESL &amp; Computer classes for parents</li> </ul>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>None</u>	<u>Consultants from the SIFE Grant and Achieve 3000 will supplement the curriculum enhancement activities.</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$6,825</u>	<ul style="list-style-type: none"> <li>Mobile laptop carts containing 16 units to supplement educational software purchased with moneys from the SIFE/Long Term ELLs Grant and Dual Language Grant</li> <li>Classroom supplies for the After School Programs (Chart paper, markers, display boards, thumb drives)</li> </ul>
Educational Software (Object Code 199)	<u>None</u>	<u>We will use software purchased with funds from other grants</u>

**Part E: Budget**

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

Allocation Amount: \$63516

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	<u>\$2,000</u>	<u>Cultural/Educational Activities</u>
Other	<u>\$6,993.72</u>	<u>Employee Benefits from Per-session activities</u>
<b>TOTAL</b>	<b><u>\$63,517</u></b>	