



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE RONALD H. BROWN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q155

PRINCIPAL: DOROTHY MORRIS **EMAIL:** DMORRIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dorothy Morris	*Principal or Designee	
Wandra Blocker	*UFT Chapter Leader or Designee	
LaToya Mason	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kevin Bernard	Member/Parent	
Pamela Chavarria	Member/ Parent	
Nicholas Jay	Member/ Parent	
Manoj Gangaram	Member/ Parent	
Sonia OsorioJames	Member/Administrator	
Virginia Illiano	Member/Teacher	
Grace Youmans	Member/ Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, there will be greater use of technological resources by students, staff and parents as measured by a five (5%) percent increase on usage reports and post-assessments from computer assisted programs.

Comprehensive needs assessment

Based on informal surveys from parents during the 2010-2011 school year and usage reports we noted students and teachers were using the available technology resources inconsistently. Students who regularly used the computer assisted programs showed gains in academic achievement.

Instructional strategies/activities

- Develop a Comprehensive School Based Technology Plan 2011-2013
- Train staff on implementing technology throughout the curriculum
- Identify and establish a technology team to help shape 27Q155 technology plan and implementation
- Order necessary hardware through the RESO A funding
- Create and administer a parent and staff technology needs assessment and survey
- Training on Distance Learning Project
- Students will use technology in differentiated instruction e.g. create a word document, graphics, electronic vocabulary books, PowerPoint presentations
- Professional Development
 - eChalk
 - SmartBoard training
 - Achieve 3000
 - ARIS – Inquiry Spaces
 - Long Distance Learning
 - Classroom Inc.
 - Weekly Reader

Responsible Staff Members: Administration, Teachers, CUNY technogy Intern, Staff Developers (internal and external) and CEI-PEA Consultant, B. Weiner

Implementation Timeline:

- October 2011 – establish training calendar for 2011-12. for on-site visits and workshops

- November 2011- attend Bronx Smart Board User conference- Assistant Principal and B. Weiner
- November 2011- prepare technology surveys for parents and staff
- December 2011 – initial Technology team planning meeting
- January 2012 – Technology plan completed
- February 20- attend Queens Smart Board User conference- elected staff and B. Weiner
- February/March- Technology plan completed
- Date TBA- cyber bullying training
- Ongoing - Smartboard training
- Ongoing- parent workshops December 2011 – June 2012

Steps for including teachers in the decision-making process:

- Establish a volunteer technology team to make school wide decisions.
- Teachers use results of student data report to differentiate instruction.

Strategies to increase parental involvement

- Collaborate with Parent Technology Liaison
- Ongoing update of parent web page by Parent Technology Liaison
- Parent Coordinator and Parent Technology Liaison attend regularly scheduled – Technology Committee Meeting and share with parents at PA meetings.
- Provide workshops and encourage attendance at technology conference
- Ongoing training for Parent Coordinator: Parent Technology Liaison.
- Parents will be trained on ARIS parent link, ACUITY, eChalk and other web-based programs.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers to fill vacancies.
- Will work closely with the network HR point person to ensure that non-HQT meets all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

Service and program coordination

- The school has established a positive working relationship with ASI to support proper functioning of all technological equipment.
- Part-time CUNY intern to provide professional development and troubleshoot.
- New York City Council Member Wills has rewarded P.S.155Q a RESO A grant to upgrade our technology program.
- New York City Council Member Wills has rewarded P.S.155Q a Long Distance Learning Project grant to provide global learning.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, RESO A Funding and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher Training rate.
- Teacher per session for parent workshops.
- Per session for translation.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, English Language Learners (ELL's), Students With Disabilities (SWD) and students who are not at benchmark (Struggling Learners) in literacy will demonstrate progress in ELA, as measured by these students' growth of 2 or more levels on the DRA or TRC Reading Assessments.

Comprehensive needs assessment

Based on the results of End of the Year (EOY) June 2011 and Beginning of the Year (BOY) September 2011 DRA and TRC data and 2011 New York State ELA results for students in grades 4 and 5, identified ELL's, SWD, and Struggling Learners as groups in need of support.

Instructional strategies/activities

- Use available data for planning targeted instruction.
- Use Webb's DOK to establish desired outcomes in learning.
- Small group instruction.
- Individual conferencing with students
- Ongoing running records and progress monitoring
- Saturday Academy –(pending funding)
- Develop and use strategies that build stamina
- 25/30 Book Campaign
- Professional Development
 - Higher Order Thinking
 - Effective Questioning
 - Webb's DOK
 - CCLS
 - DIBELS Next
 - Progress monitoring
 - Achieve 3000
 - Imagine Learning
 - Building Stamina
- Computer aided instruction.
 - Imagine Learning
 - Achieve 3000
 - Weekly Reader Connect

Responsible Staff Members: Supervision of activities by administration, classroom teachers and support staff provide instruction, CFN provide support and professional development.

Implementation Timeline: September 2011 – June 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from formative and summative assessments and readjust student goals.
- Teachers will use students' periodic assessments, progress monitoring data and other formative assessments to plan instruction.

Strategies to increase parental involvement

- Engage parent members of the SLT in ongoing conversation and updates on student progress on meeting this goal.
- Staff provides ongoing workshop sharing strategies parents can use to support student learning. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- Parents will be trained on how to use ARIS Parent Link, eChalk, Achieve 3000 parent component and other web base programs.
- The Principal and Parent Coordinator will attend regularly scheduled PA meetings to share information and respond to parent questions and inquiries.
- The school will update school web page on eChalk to keep parents inform about upcoming events, parent handbook is posted, class web pages and links to various sources to support parent and students.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers to fill vacancies.
- Will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

Service and program coordination

- Collaboration with Jamaica Hospital to support families with medical and social concerns to increase attendance.
- Recipient of a Wellness grant to implement activities to enhance wellness for students, parents and staff
- The school has established a pre kindergarten program that focuses on improving the oral language abilities, emergent literacy skills that all students will need in order to ensure a successful transition to the lower elementary school grades

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III LEP, Translation Services, Title 1 Translation SWP, ARRA RTTT Citywide Instructional Expectations, Title IIA Supplemental, ARRA RTTT Data Specialist, IEP Teacher, Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher Training rate for professional development.
- Professional instructional materials to support curriculum development during and after school.
- Consumable instructional materials.
- Teacher per session for parent workshops.
- Per session for translation.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, students in grades 3 to 5 will improve in writing as measured by baseline writing piece and end of the unit CCLS writing task.

Comprehensive needs assessment

In alignment with Department of Education expectations for 2011 – 2012 to engage all students in at least one literacy task aligned to selected, Common Core Learning Standards, students will read and analyze informational text and write opinions and arguments in response to those texts.

Writing portfolios and minutes from teacher team meetings will indicate areas in need of improvement.

Instructional strategies/activities

- Teacher team meetings 2 -3 times a week to design tasks, rubrics, assess student work and plan lessons that align to the Common Core Learning Standards.
- Teachers will develop collaborative lessons that incorporate skills needed for providing evidence of arguments.
- Ongoing professional development in the Common Core Learning Standards for the Lead Instructional Team.
- Conversion of one extended day service for teacher team meetings.
- Request early dismissal time to support professional development.
- Develop structure and protocol for teacher team meetings.
- Teacher teams will analyze results from on-going formative assessments throughout the unit to adjust task.
- Teacher teams will analyze results from culminating task.
- Professional Development
 - DOE Instructional Expectations
 - ELA – CCLS - Unwrapping the Standards
 - Higher Order Thinking
 - Effective Questioning
 - Norman Webb’s Depth of Knowledge
 - Universal Design for Learning
 - Big Ideas and Essential Questions
 - Scaffolding unwrapped CCLS
 - Unit Pacing
 - Designing unit plan
 - Overview of authentic assessments
 - Formative and Summative Assessments

Rubrics
Differentiation Strategies

Responsible Staff Members: Administration, all staff members, CFN provide support and professional development.

Implementation Timeline: September 2011 – March 2012

Steps for Including teachers in the decision-making process

- Teachers voted for SBO to convert one extended service to teacher team meetings and SBO for early dismissal days for professional development.
- Teachers decided on content area for ELA task.
- Teachers recommended topics for professional development.
- Feedback evaluations are used to differentiate professional development.

Strategies to increase parental involvement

- Engage parent members of the SLT in ongoing conversation and updates on student progress on meeting this goal.
- Ongoing workshops providing parents with strategies to support student learning. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Principal and Parent Coordinator will attend regularly scheduled PA meetings to share information and respond to parent questions and inquiries.
- The school will update the school web page on eChalk to keep parents informed about upcoming events, parent handbook is posted, class web pages and links to various sources to support parent and students.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers to fill vacancies.
- Will work closely with the network HR point person to ensure that non-HQT meets all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

Service and program coordination

- Work closely with CFN 531 for current updates on DOE expectations and research based instructional strategies.
- Develop a Professional Development calendar with CFN 531 instructional support team.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title 1, ARRA RTTT Citywide Instructional Expectations, ARRA RTTT Data Specialist, Title IIA Supplemental and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher Training rate for professional development.
- Professional instructional materials to support curriculum development during and after school.
- After school teacher per session for lead instructional inquiry team to build capacity.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	19	3	N/A	N/A	1	0	3	6
1	28	3	N/A	N/A	1	2	3	9
2	24	3	N/A	N/A	0	0	3	13
3	20	2	N/A	N/A	2	1	2	12
4	23	0	23	5	0	0	0	14
5	17	4	12	8	2	0	4	12
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Response To Intervention (RTI) – a three tiered model with focused, targeted, explicit, direct instruction that is differentiated through data analysis, for whole and small groups. The third tier involves those students who have intensive needs, and their progress is highly monitored by an intervention specialist to reduce the rate of referral. Services conducted during the school day.</p> <p>Benchmark assessments- For all incoming students who are new to P.S. 155, benchmark assessments are given upon arrival, ensuring the appropriate levels of instruction and/or intervention. Qualitative Reading Inventory assessments are used. Services conducted during the school day.</p> <p>DIBELS- recommended activities based on benchmark results analysis; push in 3 times per week.</p> <p>Foundations- an early intervention program that provides explicit, systematic daily instruction for K-2 students. Foundations addresses phonological and phonemic awareness, phonics, word and syllable study, vocabulary, sight word instruction, fluency, word and sentence writing practice, and some areas of comprehension. Double Dose remediation is provided for students who require further instruction. Services conducted during the school day.</p> <p>Wilson Reading System- is a researched based, multi-sensory decoding and encoding program. Small group instruction is provided for 3rd 4th and 5th grade students, 5 days per week for a 45 minute period. Assessment Instrument/WADE, daily charting of progress. Services conducted during the school day.</p> <p>Reading Academy Strategies- based upon identified needs of individual students. Highly recommended reading websites provide research based resources, strategies, and activities that support student learning: University of Oregon, Free Reading.com, Florida Center for reading research.</p> <p>Soar to Success - a research based comprehension program that utilizes four reciprocal teaching strategies; clarifying, predicting, questioning, and summarizing. Assessments for decoding/fluency and comprehension are embedded within the daily instructional plan. Small groups of 3rd, 4th and 5th grade students are pulled out for instruction 5 days per week for 45</p>

	<p>minutes. Services conducted during the school day.</p> <p>Extended Day – Monday and Tuesday 50 minutes of small group tutoring for students in grades 2nd- 5th.</p>
<h2>Mathematics</h2>	<p>Go Math - Intervention focus on essentials prerequisites skills and concepts. Teachers use the show what you know pages at the beginning of each chapter to diagnose students need for intervention. Show what you know targets the prerequisite skills necessary for success in each chapter. If a student misses a limited number of exercises that student will be given strategic intervention. If a student misses at least half of the exercises from show what you know they are candidates for intensive intervention. Go math has a prescribed chart to determine which intervention is necessary. Small group instruction during the school day.</p> <p>Great Leaps - The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations. This program is implemented on a one-to-one basis and is provided during the school day and during the extended-day period.</p> <ul style="list-style-type: none"> • Extended Day – small Monday and Tuesday 50 minutes of small group tutoring for students in grades 2nd- 5th. <p>IXL – computer assisted program driven by individual student needs. Students use during the school day, extended day and at home implemented through home school connection.</p> <ul style="list-style-type: none"> • Acuity - Mastery of skills and sub-skills are revealed through the data provided by the Acuity predictive and Instructional Targeted Assessments. • Acuity - Mastery of skills and sub-skills are revealed through the data provided by the Acuity predictive and Instructional Targeted Assessments. This information is used to provide a differentiation of instruction on a one-to-one or small group basis, by generating online assignments for children to do during the AIS periods during the day or, at the provider’s discretion, after school remediation. • New York State Mathematics Levels 4 and 5 -This is a workbook program based on the NYS standards. Mini-lessons are provided for the students followed by practice questions. This is a supplementary program which provides additional remedial and reinforcement activities. It is done with a small group during extended day.
<h2>Science</h2>	<p>Identified students meet during the extended day in small groups. Science vocabulary, the scientific method and observational skills are reinforced through SRA Science and Kaplan Advantage (Science). Students also read a variety of non-fiction material that supports science</p>

	concepts in Literacy.
Social Studies	During the extended day, student needs are met as data from standardized, as well as teacher assessments are reviewed. The primary focus of this small group, targeted instruction, is non-fiction content area reading. Strategies, such as effective questioning techniques, improving stamina and reinforcing higher order thinking skills are developed to help students achieve mastery of those identified areas of weakness.
At-risk Services provided by the Guidance Counselor	Individual and group sessions reflect the measurable goals set for individual students. These goals focus on social and emotional learning with a variety of topics such as: anger and anxiety management; solving social problems; empathy training; goal setting; career development and cooperative play.
At-risk Services provided by the School Psychologist	The Psychologist provides short term intervention for academic planning.
At-risk Services provided by the Social Worker	The Social Worker provides short term intervention for academic planning.
At-risk Health-related Services	Jamaica School Based Clinic provides medical and social issues on a one to one session or small group session.

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association 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; (Father's Bring Children to School"
- encouraging more parents to become trained Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- maintain school website (www.ps.155.org) designed to keep parents informed about school activities
- on-going workshop to provide parents with updates on ARIS, Acuity and other web based programs for parents to monitor student progress;

**RONALD H. BROWN – PS 155 Q.
SCHOOL-PARENT COMPACT**

PS 155Q will:	The Parent/Guardian will
<p>PS155Q, in compliance with the Section 118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments</p>	<ul style="list-style-type: none"> ▪ Promoting positive use of my child’s extracurricular time ▪ Monitoring attendance, including lateness, in order to strive for the goal of 97% attendance. ▪ Making sure that homework is completed and checked. ▪ Monitoring amount of television children watch ▪ Participating as appropriate, in decisions relating to my child’s education. ▪ Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district, received by my child or by mail and responding appropriately. ▪ Serving on policy advisory groups, such as the Title I, Part A parent representative, Title I Policy Advisory Committee, the District wide Policy Advisory Council, the School Leadership Team, attending PA meetings and Title I PAC meetings, or other school advisory/policy groups. ▪ Ensuring that my child’s hygiene is taken care of. ▪ Monitoring my child’s nutritional diet. ▪ Updating all contact information. ▪ Providing all necessary school supplies when possible. ▪ I have reviewed the discipline code with my child and will reinforce it at home. ▪ Willingness to learn new technology-based programs that support my child’s learning.

PS155Q, will:

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

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

Our highly qualified teachers will provide high quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school, after school and on weekends.

Provision of high-quality curriculum and instruction will be accomplished initially by The First Day of School Initiative which will inform the parents about the school's expectations so that they can build capacity and impact their child's academic achievement.

Parent workshops, on-going throughout the year to bridge the home school connection and sharing of strategies to support student learning. Workshops will include but are not limited to: How to prepare your child for State testing in ELA, Math and Science, On-going workshop on the "Common Core Learning Standards.

"Understanding Acuity, Study Island, IXL, Achieve 3000, Imagine Learning, eChalk, Go Math and other web based programs. How to navigate Online Programs, Cyber Bullying, and Internet Safety for Children, Domestic Violence, Fire Prevention, Asthma and Obesity.

Health and Nutrition Workshops in collaboration with Jamaica Hospital and Cornell University, series of workshops to provide support for caretakers with social and child rearing concerns. As a recipient of School Wellness Council Grant we will recruit and convene a School Wellness Council which will include parents.

Student Responsibilities:

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

- Come to school each day (97% attendance) ready to learn and to work to the best of my ability. Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time. Come to school with a book of my choice for leisure or non-classroom structured reading.
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school and return to my teacher any items that are requested every day.
- Safely use all online web based programs provided by my school to support instruction designed for differentiated learning strategies.
- Show respect for myself, other people and property: Make a commitment to the following school pledges:
 - ***P.S.155'S NO BULLYING ALLOWED PLEDGE: Bullying is not acceptable at P.S.155. We Promise not to bully anyone. If we see someone being bullied, or if we are being bullied, we promise we will - Be BRAVE, Be BOLD, A TEACHER, Must be TOLD!***
 - ***Bucket Filler's Pledge: I promise to do my best every day to be a bucket filler not to dip, and to use my lid for myself and others at home, at school, and everywhere I go.***

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader CFN 531	District 27	Borough Queens	School Number 155
School Name Ronald H. Brown			

B. Language Allocation Policy Team Composition

Principal Doroty Morris	Assistant Principal Sonia Osorio James
Coach type here	Coach type here
ESL Teacher Alissa Mazzo	Guidance Counselor Tasha Kurs
Teacher/Subject Area Cheryl Pincus/ SETSS	Parent Latoya Mason
Teacher/Subject Area Nancy Abbazio/ Literacy	Parent Coordinator type here
Related Service Provider type here	Other Gregory Jacobs/ Ass. principal
Network Leader William Colavito, Joseph Blaize	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	586	Total Number of ELLs	37	ELLs as share of total student population (%)	6.31%
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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. 

1. The following procedure is in place at P.S. 155 for the initial identification of ELLs. Upon registration, parents/guardians are given the Home Language Identification Survey to complete with the assistance of the ESL teacher. They are given the HLIS in their native language as need. The HLIS provides the ESL teacher information about the language used in communication at home, with parents, guardians, friends, and siblings. It also provides information regarding previous schooling and the preference of language to be used for communication from the school. The pupil accounting secretary completes registration, with the exception of the HLIS survey, which is the responsibility of the ESL teacher (Ms. Alissa Mazzo), who is certified in teaching English to Speakers of other Languages . The ESL teacher, with the help of the parent coordinator, Ms. D Nesmith, conducts informal oral interviews in English to confirm responses on the HLIS. Multilingual paraprofessionals, as well as members of the School Based Support Team are present to assist with translation when necessary. The certified ESL teacher completes the school portion of the HLIS and determines the students eligible for the LAB-R. If the HLIS indicates one response with a language other than English in the first four questions, and two responses with a language other than English in the last four questions, the child is determined eligible for LAB-R testing, given the LAB-R exam appropriate for their grade level, and given the Spanish LAB-R if they indicate spanish on the HLIS. Otherwise, the ESL teacher fills in the HLIS with the "NO" code. Once the LAB-R and Spanish LAB-R testing is completed by the ESL teacher within the first ten days of school, the code is completed on the HLIS indicating their appropriate language, or "NO" for those who test out in the testing process. The completed HLIS is placed in the CUM folder. The ESL teacher holds onto a copy in a file. Within the first ten days of registration, twelve students were tested; all in kindergarten. Of these, six students scored above the cut score . Parents of entitled students are invited to a parent orientation once initial testing is completed and letters are sent out to inform them in English as well as their home languages, informing them about the program options available for English Language Learners in the NYC school system. Parents of entitled students were invited to attend a parent orientation on September 21, 2011, hosted by the ESL teacher and Parent Coordinator. In addition, the ESL teacher evaluates the results of the NYSESLAT administered in Spring 2011 in order to determine appropriate instructional placement. The ESL students who are required to take the NYSESLAT are indicated on the RLAT (ATS report). The RLAT and RNMR also indicate the scores of students who took the NYSESLAT the previous year. The majority of students are more proficient in listening/ speaking. Consequently, instruction will heavily concentrate on strengthening reading and writing skills for those students, while additional support will be provided to others needing to improve speaking and listening comprehension. Parents are informed via Appendix G of continued entitlement, and the six students who are proficient received Appendix H letter of non-entitlement

2. . Parents of newly enrolled ELLs attend the Parent Orientation, during the month of September. At this time, all three program choices are fully explained by the ESL teacher, Ms. Alissa Mazzo, who is certified in Teaching English to Speakers of Other Languages. Multilingual staff assists with translation as needed. The Orientation Video for Parents of English Language Learners is presented in the applicable languages. Questions are welcomed. Parents are made aware and encouraged to avail themselves of all DOE resources.

3. After viewing the video online, the Parent Survey and Program Selection forms are distributed in the necessary languages by the certified ESL teacher. Staff, when requested, assist parents in completion. The ESL teacher collects the survey and selection forms at the completion of the meeting. For parents unable to attend, telephone calls are made to explain the process and the Parent Survey is

sent home for completion. The ESL teacher logs the letters and makes note of parent choices, as they are returned. Results are recorded on ATS in the ELPC section. Parents exclusively request the Freestanding ESL program at P.S. 155 and reject both the Transitional Bilingual, and Dual Language options. The parent selection forms and surveys are stored in the CUM folders of each student and a copy is retained by the ESL teacher for his/her files.

4. The completed Parent Survey and Program Selection forms indicate that parents want their children to remain at P.S.155 and receive Freestanding ESL. Administrators, members of the School Based Support Team, multilingual staff, and parent volunteers also consult and communicate with parents, in their native language, if possible. The completed parent selection survey stays in the CUM folder while the ESL teacher retains a copy for her files. Upon review, the ESL teacher uses the information from the parent selection surveys to carefully attend to parent choices and ensure that there are 2 students who speak the same language in each class when possible.

Furthermore, students who are entitled to continued ESL services are sent a continued entitlement letter in English and their native language. NYSESLAT results are used to determine continued ESL service eligibility. Copies of continued entitlement letters are retained in the ESL teacher's files.

5. The trend in program choices at P.S.155 for the past five years is the Freestanding ESL model. (2010-2011 100% of twelve new enrollees, 2009-2010 100% of nine new enrollees; 2008-2009 100% of ten new enrollees). Parents consistently and repeatedly express that they want their children remain at P.S. 155, their neighborhood school. They are supportive and involved in their child's education.

6. The freestanding ESL program is 100% aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	0	0	13	0	3	0	0	0	37
Total	24	0	0	13	0	3	0	0	0	37

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	6	4	3	3	2								20
Chinese					1									1
Russian														0
Bengali														0
Urdu				1										1
Arabic					1									1
Haitian			1		1	1								3
French														0
Korean														0
Punjabi	4	2	2	1		1								10
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other						1								1
TOTAL	6	8	7	5	6	5	0	37						

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?

1. The ESL program is organized as a Pull-Out model. The program model is generally heterogeneous (of mixed proficiency levels).
 2. For the most part, the principal tries to organize each grade so that there are three to four ELLs in the same class. This enables ESL groups to be arranged more efficiently and provides additional peer support within the general classroom context. As per CR Part 154, at times, there are multi-graded groups of two contiguous grades. This ensures that Beginning and Intermediate students receive 360 minutes of ESL instruction per week; Advanced students receive 180 minutes of ESL instruction per week. The classroom teacher provides ELA instruction via the mandated literacy block.

3. The ESL program at P.S. 155 is based on the New York State Core Curriculum for English as a Second Language and the Common Core State Standards for reading, writing, and language. Its primary objective is to enable students to achieve English language proficiency as quickly as possible. The curriculum is designed to address the academic and linguistic needs of all levels of English language learners. All ELLs are afforded educational and instructional opportunities to foster their success. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, and the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area information. The curriculum is aligned to the America's Choice model, and incorporates a balanced literacy approach that includes listening, speaking, reading, and writing in every component.

A. Programming and Scheduling Information

The workshop model is based on focused teaching and provides the necessary scaffolding critical to the instruction of English language learners. The scaffolding for ELLs requires developing literacy through meaningful conversation, teaching skills through contextualized instruction, building vocabulary through authentic experiences, activating schema, and building background knowledge. The workshop model establishes routines and rituals that provide predictability for ELLs, The reading workshop model involves read-alouds, shared reading, and shared-to-guided reading unique to ELLs and independent reading. In addition, students are engaged in authentic writing experiences in order to learn how to write and to be writers who naturally and comfortably use the writing process.

Content area instruction supports the work being done by the classroom teacher. Read alouds and shared reading of non-fiction, think alouds and discussions are utilized to develop higher order thinking skills. Vocabulary is pretaught, discussed, and collected in student notebooks for their reference. Picture dictionaries are available in the ESL teacher's room for reference. Graphic organizers, scaffolded language, visuals, and hands on activities using manipulatives also support the understanding of content areas. Visuals and language models are provided partially by books from Rigby's "On our way to English" program which is organized around themes and uses and reuses content vocabulary from text to text. Other sources of language and visuals include Pearson Longman's "Newcomer Phonics" and "Fast Track Phonics" which provides high frequency words in context and illustrations. In addition, Longman's "Cornerstone" books provide visuals and texts for differentiation. The "Cornerstone" program is organized around thematic units that introduce a Big Question, as a starting point for building understanding of key concepts and vocabulary. All the readings, in a variety of genres, develop academic skills logically and systematically in a clear and consistent sequence. Finally, books from Hampton Brown's "English at Your Command", "Journeys: English Language Learning through ELA and Science" published by Rosen Classroom Books and Materials, and Rigby's "Theme packs for English Language Learners" provide additional visuals and language. "English at your command" strengthens grammatical structures and correct word usage within it's language and Journey's materials and Rigby's "Theme packs for English Language Learners" provide content texts in science and social studies. The weekly readers for the various grade levels, kindergarten to grade four to six, are also heavily utilized as non fiction texts and comprehension practice. They are used as resources for reading and writing lessons, as they build background knowledge on social studies and science topics, and provide written models with rich academic vocabulary engrained within them. These books and visuals all provide the opportunity for differentiated instruction with level texts and other visual supports.

Math instruction is provided through the use of the "Go Math!" program which provides standards based instruction, scaffolding, differentiation options, games, and specific options for the development of ESL students. The ESL teacher, in small-group instruction, supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, and teacher produced projects.

All instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

4.

a. There are currently no SIFE students included in the ESL program. In the case of SIFE students, assessments from ECLAS and Dibels, as well as Go Math, and teacher observations and writing samples would provide the ESL and classroom teacher with information about the needs of the students. Then a specific instructional plan would be created to meet the needs, and student needs reassessed on a regular basis to see if student goals are being met.

b. ELLs in the school for less than three years are provided with practice in speaking with a specific focus on basic interpersonal communication skills necessary for navigating through the school day with teachers and classmate in a comfortable safe way. Songs, and rhymes are used to aide beginner students. Teacher produced picture visuals as well as visuals from books are used to give language and vocabulary context. Word walls with illustrations and physical manipulatives are also used to reinforce vocabulary development, understanding, and usage. Letter and number strips are used to reinforce for newcomers the letter and number formation as well as the sounds associated with the letters. In addition, read alouds, think alouds, and discussion with fiction and non fiction big books, large editions of Weekly reader magazine, and individual copies of texts are used to reinforce higher order thinking skills and content comprehension.

Furthermore, the ESL teacher integrated intensive oral/aural language activities to secure listening/speaking skills. Books such as

A. Programming and Scheduling Information

Longman's "Children's Picture Dictionary" and Options "Hit the Ground Running" which explores common English idioms are also used for ELLs in the school for less than three years to give contextual understanding to vocabulary used. For students not exempt from the ELA, intensive tutorials using Options "Just Right Reading" and other texts emphasize reading comprehension skills such as finding the main idea, recalling facts and details, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language, and character analysis. Writing tutorials focus on including a topic sentence and key relevant details, with a sense of conclusion.

c. For ELLs receiving between four to six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct grammar, syntax, and standard usage. Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding. Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

d. Long term ELLs receive similar instruction to those ELLs receiving between four to six years of service.

e. ELLs identified as students with disabilities are fully integrated with general education students in ESL groups. They receive the 360 or 180 minutes of services that their general education students receive. ESL services are provided to the ESL students.

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%	Students with disabilities are initially identified by referring to the RLAT, RNMR, and rosters for self-contained and ICT classes by the ESL teacher. There are not currently any students with disabilities whose IEP lists the need for bilingual services.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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?

8. ELLs are provided interventions in ELA, math and other content areas through the use of graphic organizers and explicit teaching of academic language . Graphic organizers are combined with higher level questions (prediction, categorization, classification, summarization, comparison, and analysis), discussion, modeling and think alouds to scaffold content. Texts at various reading levels are provided to allow students at differing reading levels to develop content understanding and academic vocabulary. Science classes are offered to third, fourth, and fifth grade ELLs to help them develop science skills. Leveled social studies, science, and math related texts are incorporated when non fiction reading is done. Weekly Readers at varying grade levels is included among such non fiction texts. Such texts are available in the ESL and classroom libraries. The "Go Math!" program is used to provide mathematical understanding. NYS ELA and math tests , along with the ECLAS and DIBELS data is used to plan targeted interventions with teacher created assessments used as interim and post assessments to see if students are achieving goals within the content areas. At times students work independently, in cooperative groups and one on one with the teacher. All interventions are provided in English with translation of material provided when possible.

9. ELLs who have reached proficiency on the NYSESLAT continue to receive test accomodations, time and a half, and listening passages read an additional time on the ELA. Differentiation on difficult areas continues to be provided by the classroom teacher within classroom groups.

10. Weekly reader subscriptions were provided to each classroom teacher, which provides non fiction texts with visual support and higher order thinking questions as practice for upcoming state tests. The texts include content in social studies, science, and math.

"Go Math!" is the new math program being used to coordinate with the math common core state standards, with focuses on problem solving, differentiation for ELLs, and math games. The school is also working on Charlotte Danielson's focus of "questioning" through a school wide higher order thinking initiative. Imagine Learning is a compter based differentitated reading comprehension program provided to all ELLs in the school as well.

11. The use of "Everyday Math" has been discontinued due to the implemetation of the new "Go Math" program.

12. ELLs are afforded equal access to all afterschool programs and programs offered during the school day, including extended day for those in grades three to five. They are afforded equal access to the new programs being utilized by the school such as Weekly Reader and "Go Math". They are also included in the use of Imagine Learning computer program being utilized by the school, in the classrooms and in the ESL classroom. The Imagine Learning program focuses on English language development including work with reading comprehension skills, decoding skills and vocabulary development. It provides each student with individualized goals and activities.

13. Imagine learning is a computer program used to enhance English language development. ELLs take a pretest in English or their home language in the case of students speaking a language lavailable within the program. This is done to determine areas of difficulty in literacy and language and are provided with activities and tutorial in the areas of difficulty determined by the pre-test. As the student progresses along their individualized path on the program, the teacher is provided with reports on areas of student success and difficulty and this provides some of the data used to differentiate instruction within the classroom. ELLs are also given access to glossaries and picture dictionaries in their classroom and ESL classroom library. Furthermore, graphic organizers, non fiction and fiction books with strong visual (picture) support, big books, and hands on manipulatives are provided to aide ELLs.

14. Within the ESL program, English is the main language used with native language support coming from multi lingual dictionaries available online.

15. Yes, required services support, and resources correspond to ELLs' ages and grade levels.

16. We currently do not have a program to assist newly enrolled ELL students before the beginning of the school year.

17. No language electives are offered to ELLs.

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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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?

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14. Within the ESL program, English is the main language used with native language support coming from multi lingual dictionaries available online.

15. Yes, required services support, and resources correspond to ELLs' ages and grade levels.

16. We currently do not have a program to assist newly enrolled ELL students before the beginning of the school year.

17. No language electives are offered to ELLs.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

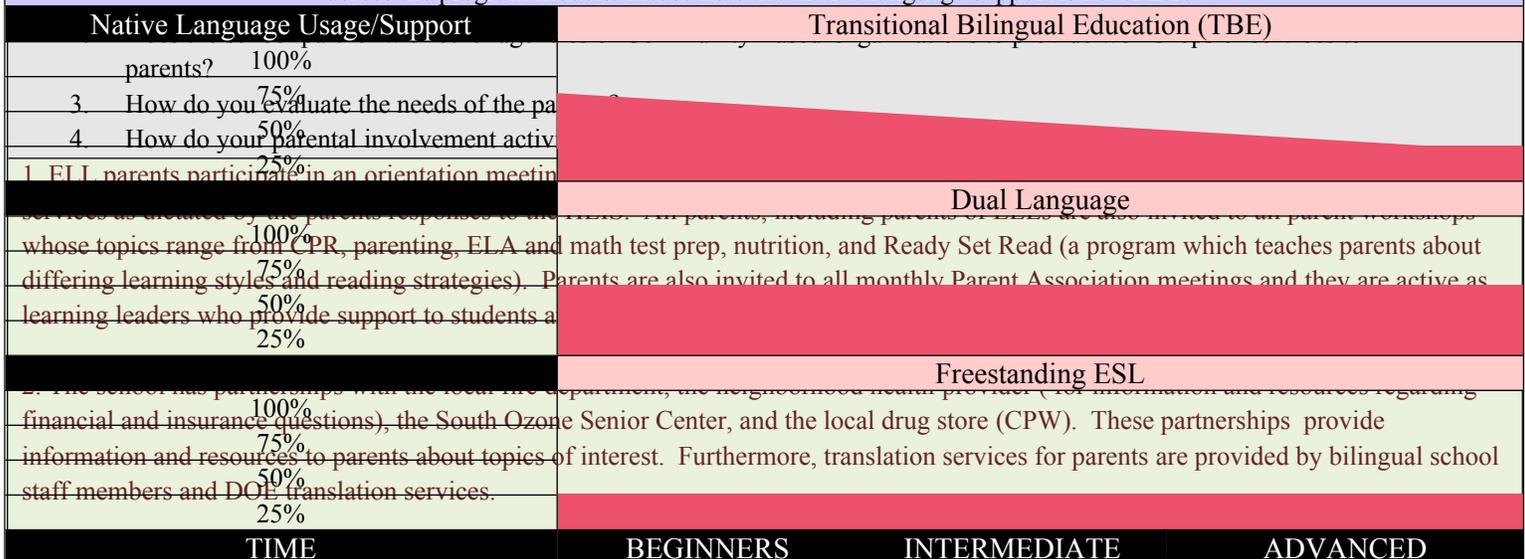
1. There is a bimonthly network ELL meeting, during which support for ELLs within the common core state standards for reading and writing is being developed. Material and information from these meetings is then turn keyed to school administration and pertinent information is shared with teachers at weekly teacher team meetings. ELL personnel is also involved in all other professional development held within the building, which also focuses on topics such as common core state standards and higher order thinking questioning.

2. The guidance counselor articulates with sixth grade counterparts and future ELL pedagogues when she hand delivers student records. She then conferences as to the child's current status and makes appropriate reccomendations. She and the ESL teacher are also available to confer about the current status of ELLs transferring to middle school as needed.

3. The ESL teacher is available , on site, to turn key information to school staff after Network ELL meetings and to invite teachers into the ESL classroom for observations. The ESL teacher also shares ELL specific information and resources (provided at bimonthly network ELL meetings) with the various grade level teachers during teacher team meetings an meetings during common prep time.

Native Language Usage and Supports

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



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

provided by bilingual school staff members and DOE translation services.

4. Once parent needs are assessed with surveys, discussions, and parent association meetings, parent workshops are planned to address those needs. The health, financial, academic, and general parenting concerns of the parents dictate how parent education and outreach is

E. Parental Involvement

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

1. ELL parents participate in an orientation meeting to become aware of the programs offered when their children are first entitled to ESL services as dictated by the parents responses to the HLIS. All parents, including parents of ELLs are also invited to all parent workshops whose topics range from CPR, parenting, ELA and math test prep, nutrition, and Ready Set Read (a program which teaches parents about differing learning styles and reading strategies). Parents are also invited to all monthly Parent Association meetings and they are active as learning leaders who provide support to students and teachers inside and outside the classroom.

2. The school has partnerships with the local fire department, the neighborhood health provider (for information and resources regarding financial and insurance questions), the South Ozone Senior Center, and the local drug store (CPW). These partnerships provide information and resources to parents about topics of interest. Furthermore, translation services for parents are provided by bilingual school staff members and DOE translation services.

3. The needs of parents are evaluated by sending out surveys, conducting phone and in person discussions and counseling, and at Parent Association meetings. The parent coordinator plays a crucial role in evaluating the needs of parents. Furthermore, translation services are provided by bilingual school staff members and DOE translation services.

4. Once parent needs are assessed with surveys, discussions, and parent association meetings, parent workshops are planned to address those needs. The health, financial, academic, and general parenting concerns of the parents dictate how parent education and outreach is planned and implemented. Furthermore, translation services are provided by bilingual school staff members and DOE translation services.

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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Additional Information

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	1			1									8
Intermediate(I)	5	2		1	1									9
Advanced (A)	3	4	5	5	3									20
Total	14	7	5	6	5	0	0	0	0	0	0	0	0	37

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4						5
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. M-Class (DIBELS) is the primary formal assessment used to assess the early literacy of all students. Imagine Learning is also used to assess ELLs in literacy and other English language skills. The data provides insight as to areas of student difficulty such as early phonemic awareness and decoding skills, and reading with accuracy and automaticity. Also provided is insight into student abilities in reading comprehension such as finding the main idea, theme, moral, authors purpose, inferring ideas from key details, identifying the setting, characters, and plot of stories, and finding the meaning of words using context clues. This information helps teachers determine what areas

Additional Information

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q155 **School Name:** Ronald H. Brown School

Cluster: 5 **Network:** 531

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

Part A: Needs Assessment Findings

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

At the parent orientation for newly enrolled students, parents are provided with 'entitlement' and 'survey and selection' letters in the appropriate languages. After viewing the DVD in the home languages of all parents present and in English, all options are explained and discussed. Where possible, additional personnel provide translation. Parents at P.S. 155Q exclusively request the English as a Second Language program. In the past few years, there have been between five and twenty new entrants in September, mostly in Kindergarten.

Several children are typically admitted and discharged throughout the year. The ESL program offered at P.S. 155Q is aligned with parent requests.

There are 20 Spanish speaking ELLs, 10 Punjabi, 1 Urdu, 3 Haitian Creole, 1 Arabic, 1 Chinese, 1 Farsi; of these forty-eight (48), only nine (9) Spanish speaking families and three (3) Punjabi speaking families require translated versions of school communications. All teachers who have contact with the children of these two (2) families, are knowledgeable of the family's requests.

Parents are informed of the NYSELAT test results in translated letter appendices as provided in EPIC as needed.

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.

The translation needs of the school include the need for oral and written translation in Punjabi and Spanish according to parent requests. The school also provides translations in Urdu, Arabic, Haitian Creole, Chinese, and Farsi according to New York State regulations to ensure parent comprehension of important information.

Part B: Strategies and Activities

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

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in written communication. Outside vendors are not used.

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.

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in oral communication. An ongoing relationship with parents via meetings, phone calls and personal conferences ensure timely notification of all information pertinent to their child's educational progress. Outside vendors are not used.

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>.

To fulfill Section VII of the Chancellor's Regulations A-663, the school will send letters to the parents in appropriate languages including Punjabi, Spanish, Haitian Creole, Urdu, Farsi, and Arabic, as well as the home languages of any new admits throughout the year.

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: P.S. 155Q	DBN: 27Q155
Cluster Leader: Debra Maldonado	Network Leader: Joseph Blaize
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

- PS. 155Q will support our ELL's through our literacy and math programs. Our students' instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus.
- Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through a Saturday Academy program.
- The focus of the Saturday Academy program for approximately 30 students in grades 3, 4 and 5, will be to provide additional opportunities for ELL students to practice and master those skills needed to prepare for the NYS ELA and Math exams.
- Beginning January 2011 and ending April 2012, weekly sessions will equal 3 hours, for a total of 30 hours for 10 weeks per teacher.
- Two of the teachers will be common branch certified and one licensed ESL teacher will rotate among the classes as a co-teacher.
- One supervisor will over see the program, as there is no other supervisor there at that time. The supervisor will work 4 hours per week to supervise early arrivals, late dismissal and parent activities.
- Per Diem for staff professional development will be provided at a total cost of \$670.00 for 4 (four) days.
- Students will be given both small group and individualized instruction.
- Student data from ARIS and Acuity (periodic assessments) as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will also be incorporated, using non Title III funded programs, as an additional learning modality. These programs include: "Achieve 3000" and "IXL".
- Students will be assessed weekly, based on the focus of the strategies and skills taught, as well as individual progress reports. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2011 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. Acuity (interim assessments) will also be monitored for student progress.
- Imagine Learning software will be purchased to support instruction in the five essential

Part B: Direct Instruction Supplemental Program Information

elements of literacy, phonemic awareness, phonics, fluency, vocabulary and computation.

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: The professional development program embeds strategies needed and considerations to be made in supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs.

All teachers will be required to participate in two (2) 2-hour sessions of professional development for a total of four (4) hours. These sessions will be conducted by the Supervisor, or the Director of ELL Student Services and /or publishing companies of the newly acquired materials. Teachers will identify and create ongoing strategies that support the individualized learning needs of their students for academic proficiency and mastery in all subject areas.

Professional development will be provided by Publishing companies, the Supervisor and the Director of ELL Student Services.

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:

Parent workshops that identify and create useful strategies for home use, and reinforce identified skills needed for proficiency. These workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children. Introduction of common core learning standards will be reinforced during each session. The workshop presenters will be a team presentation by Parent Coordinator, ELL Specialist and supervisor. The workshops will be two (2) three-

Part D: Parental Engagement Activities

hour sessions, which will total 6 hours. Parents will receive letters/flyers, school messenger as well as posting on our school web page. Refreshments will be served to all participants.

Part E: Budget

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

Allocation Amount: \$11200

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)	5,106.00 2,096.00 670.00	Teacher per session 102 hours Supervisor per session 40 hours Per diem 4 days
<ul style="list-style-type: none"> Per session Per diem 	7,872.00	Total
Purchased services		
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials		
<ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	3,128.00	Imagine Learning Software
Travel		
Other	200.00	Refreshments for parent involvement workshops focused on the needs of ELL students
TOTAL	11,200.00	