



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

EDWARD BLEEKER JHS185Q

SCHOOL NAME : _____

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

__25Q185_____

PRINCIPAL: __VALERIE SAWINSKI_____

EMAIL:

VSAWINS@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: DANIELLE

DIMANGO_____

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
Valerie Sawinski	*Principal or Designee	
James Hammer	*UFT Chapter Leader or Designee	
Jean Aurricchio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Bert Goro	Member/ Teacher	
Michael Badillo	Member/ Teacher	
Michael Leung	Member/ Teacher	
Kristy Galloway	Member/ Teacher	
Effie Sessa	Member/ Teacher	
Gerald Volkommer	Member/ Assistant Principal	
Glenn Bell	Member/Parent	
Patty Karangunis	Member/Parent	
Magdalia Lombardozzi	Member/Parent	

Marsha Orallo	Member/Parent	
Jennifer Gong	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

ELA: By June 2012, the reading and writing achievement levels of all students at JHS185Q, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Common Core State Standards as evidenced by a 2% increase on the NYS performance index for ELA. In addition, the focus for argumentative writing will be measured by a rubric of Depth of Knowledge with higher order thinking skills for student analysis.

Comprehensive needs assessment

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

The identified need that generated this goal include the changes in ELA performance standards from the New York State Standards to the Common Core State Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional Development: PD will be given on the following topics: Interim assessments (Acuity, Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012
- Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - mandated period nine, extended day classes. 3. ESL - Benchmarks 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent teacher dialogue

- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will host a Poetry Book night at Barnes and Noble to highlight student work.
- The school will also organize a Parent/Child Book Club in the Library which teachers and administrators will attend.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified math teachers.
- Offer regularly scheduled Professional Development and workshops
- Mentors assigned to support new teachers
- Technology and technical assistance offered to new teachers
- Prioritize hiring of teachers specializing/experienced in ELL and SWD instruction

Service and program coordination

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

Budget and resources alignment

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

Resources to be used to facilitate this goal/alignment: NYSTL Textbooks allocation (\$21,000), Title III teacher session instructional program for ELL's and ELL's enrolled in ELA (\$5,000), Title I allocation teacher per session for SWD remediation (\$ 7,000). Anticipated SINI grant for Per session for teachers with SWD (\$7,500), SINI grant for instructional materials for SWD ((\$2,500.)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Math - By June 2012, all students, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups.

Comprehensive needs assessment

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

After conducting a long-term trend analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups underperformed all other student groups. As a result. We have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c)
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- Infusion of Common Core Curriculum Goals into subject content area and instruction.
- Academic Intervention Services - Students receiving less than a level 3 on NYS assessment receive mandated period nine, extended day classes.
- Infusion of magnet themes (architecture, medicine, social justice) to apply math skills.
- Use of portfolio tools such as Acuity, department unit tests, portfolios, teacher-generated assessments.
- Grouping students according to authentic data, including pre-assessments, formative assessments, and other student data.
- Emphasis on written tasks and explanations using various strategies to promote higher order thinking skills (RADD, DOK, etc.)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be trained in how to use ARIS Parent Link
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be invited to regularly-scheduled hands-on workshops and activities (Math Casino Night, CCSS in Math, etc.)
- Parents will have access to students support resources on the school website.
- Parents have opportunity to guide and direct academic intervention services.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified math teachers.
- Offer regularly scheduled Professional Development and workshops
- Mentors assigned to support new teachers

- Technology and technical assistance offered to new teachers
- Prioritize hiring of teachers specializing/experienced in ELL and SWD instruction

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established an afterschool program that focused on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
- A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Tax levy and Title I funding: Per session allocation for SWD remediation (\$ 5,000.00) Title I allocation classroom resources (\$2,000.00)
 - NYSTL funding. : Textbook allocation (\$10,000.00)
 - Title III funding; Per session ESL teachers' working with Math teachers (Title I) (\$2,500.00)
- Outside funding. SINI grant: Anticipated Per session for teachers for SWD (\$7,500), Anticipated SINI grant for SWD Materials (\$2,500).

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Social Studies: By June 2012, all students will improve their argumentative writing, aligned with Common Core State Standards guidelines for pieces of written work measured by a rubric of Depth of Knowledge with higher order thinking skills for student analysis.

Comprehensive needs assessment

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

The identified need that generated this goal was the changes in ELA/SS performance standards from the New York State Standards to the Common Core State Standards.

Instructional strategies/activities

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

activities 1. Social Studies and ELA teachers will attend and participate in internal and external professional development programs focused on differentiated instruction for all students; including ELL, SWD, and gifted students. 2. Social Studies and ELA teachers will attend and participate in internal and external development programs focused on Common Core State Standards and student writing of argumentative pieces.

Teachers will monitor student progress, setting initial goals for group and individual students. Teachers will facilitate discussions of student's progress and strategies for improved student outcomes.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent-teacher dialogue
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Teachers will have an open dialogue developing a rapport with parents to foster a good learning environment.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified math teachers.

- Offer regularly scheduled Professional Development and workshops
- Mentors assigned to support new teachers
- Technology and technical assistance offered to new teachers
- Prioritize hiring of teachers specializing/experienced in ELL and SWD instruction

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established an afterschool program that focused on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
- A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax levy and Title I funding: Teachers' per session for SWD/ELL remediation (\$5,000). Title I classroom resources (\$2,000.00)
- NYSTL funding. Textbook allocation (\$10,000.00)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Science: By June 2012, all students will improve their lab report writing skills in subject content area (Science) by writing two finished formal lab reports based on DOK 4.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- The assessment, a formal lab report will support the school wide goal of improving students writing skills and reading comprehension using DOK 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 1. Scaffold reading passages and the use of different graphic organizers.
 2. Students will be reading about specific topics and writing short responses as well as practicing how to research their given topics. Students will begin with RADD and build up to writing 5 paragraph essays.
 3. Teachers will be meeting one period a week to discuss methods that have worked in their classroom, such as rubrics and specific readings geared towards the students reading level. Teachers will also be meeting once a week after school to discuss the success of these methods in the classroom. Teachers will also be attending professional development sessions on Common Core Curriculum Standards.
 4. January 2012- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- There is a school website that posts students homework for classes, a calendar of events for each month and access to student support websites.
- The science department hosts a science sensation night, parents are encouraged to come and assist teachers and students in the activities.
- The science teachers are all members of Urban Advantage, UA hosts Sunday family field trips to NYC participating venues as well as meetings held to discuss UA activities with parents during the PTA meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Administrative and staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- Mentors/departmental colleagues are assigned to support struggling and un-qualified teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established an afterschool program that focuses on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in literacy based programs that have been established as part of the overall instructional program.
- ASAPIS workers are on staff to support academics as part of the schools effort to improve attendance for SWD's and ELL's.

Budget and resources alignment

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

Title I allocation: Teacher per session for SWD remediation (\$7,000.00)

NYSTL: Textbook allocation, minimum per department (\$10,000.00).

Title II funding: Afterschool program with Queens Zoo for ELL's (\$8,000.00)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	128			32				
7	97			30				
8	107			30				
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>A program using Scholastic Junior magazine is used by all teachers during the mandated period nine AIS instruction; incorporating research, higher-order thinking skills, and pedagogies based on Bloom into the instructional component.</p> <p>All ELA teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges.</p> <p>Supplemental ELA classes for ELL students is delivered by an ELA teacher in small groups of not more than 20 students, 4 times a week, during the school day.</p> <p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who achieved level 1 and low level 2 on the 2010 New York State ELA exam.</p>
Mathematics	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who achieved level 1 and low level 2 on the 2010 New York State math exam.</p>
Science	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded into regular school program.</p>
Social Studies	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded into regular school program.</p>
At-risk Services provided by the Guidance Counselor	<p>At-risk services provided by the counselor is delivered in small groups with a maximum of 5 students or one to one, during the school day as well as during the extended mandated time.</p>

At-risk Services provided by the School Psychologist	At risk services provided by the school psychologist is delivered one to one on an as need basis during the school day.
At-risk Services provided by the Social Worker	At-risk services provided by the social worker are delivered on a one-to-one and on an as-needed basis.
At-risk Health-related Services	<input type="checkbox"/> At risk Health-related services are provided by the school nurse on an as-needs nsis during the school day, on a one-to-one basis.

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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 d Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- "Give Me Five" Program: Be Respectful, Keep Hands to Yourself, Be Prepared, Be Responsible, Be A Role Model

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 25Q185 School Name: Edward Bleeker JHS 185

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

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

Category: Basic Focused Comprehensive

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

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

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

A percentage of our English Language Learners and Students with Disabilities did not achieve their Annual Yearly Progress in English Language Arts. Findings from our SQR regarding "what the school does well" and "what the school needs to improve" will be applied to the two targeted cohorts. We will continue to build upon "What the school does well" including: "...targeted small group intervention classes (are) scheduled during the day, and after school, to meet the needs of struggling learners and student subgroups...The school's instructional team and faculty continuously evaluate data to identify students' learning needs and monitor outcomes of instructional decisions...Individual teachers and inquiry teams meet weekly, with support from the school data specialist, to isolate periodic and classroom level data to better plan to meet the needs of English language learners and students with disabilities."

We will continue to work on "What the school needs to improve" based on our comprehensive needs assessment, annual goals and recommendations from the SQR Report for our SWDs and ELLs including "Applying differentiated strategies within the classroom...The staff has begun to implement improved research-based methods of creating tiered lessons with multiple entry points to more accurately address specific student needs." Parent feedback for our cohort group will also be a focus: "The school has not fully developed consistent structures of feedback for parents that clearly explain student strengths and weaknesses and ways parents can work towards meeting the school's expectations of the academic needs of their children." We will also work towards more consistency in monitoring long and short term learning goals. "However, there are not clear systems, school wide or on the classroom level, for tracking progress of interim or long term learning goals or for measuring student outcomes related to them. As a result, school leaders and teachers can not accurately assess if adequate progress is being made in targeted areas." (Excerpts from SQR page 5).

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

We will offer English Language Arts support three mornings a week; Monday, Tuesday, and Friday, from 7:25 – 8:10 a.m. This support will be implemented by the students' regular "extended time" teachers (Wednesdays and Thursdays, 2:20 – 3:10 p.m.)

From CEP

Instructional strategies/activities

- The following research-based instructional strategies and activities that will be used to achieve this goal.
 - Professional Development: PD will be given on the following topics: Interim assessments (Acuity, Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide

specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

- Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012
- Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops.
- Academic Intervention Services - mandated period nine, extended day classes.
- ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills.
- ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA.
- Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors.
- Matriculation of ELL/SWD cohorts into all academic level classes in all grades.

Strategies to increase parental involvement

- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent teacher dialogue
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified math teachers.
- Offer regularly scheduled Professional Development and workshops
- Mentors assigned to support new teachers
- Technology and technical assistance offered to new teachers
- Prioritize hiring of teachers specializing/experienced in ELL and SWD instruction

Budget and resources alignment

Resources to be used to facilitate this goal/alignment: NYSTL Textbooks allocation (\$21,000), Title III teacher session instructional program for ELL's and ELL's enrolled in ELA (\$5,000), Title I allocation teacher per session for SWD remediation (\$ 7,000). Anticipated SINI grant for per session for teachers with SWD and ELLs (\$20,000).

Part B: For Title I SINI Schools Only

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

Pending completion of the BEDS and NYS determination that the staff is highly qualified, funds, once released, will be used to provide professional development in the Danielson Framework for Teaching Domain 3 focused on instructional components.

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

A cohort of ELA and ESL teachers, who provide instruction for the cohorts (ELLs and SWDs) who did not make their AYP, will receive differentiated professional development provided by the literacy coach, the assistant principals, and the ESL coordinator focused on the effective implementation of the instructional components in the Danielson Framework for Teaching rubric, domain 3. This differentiated support will be informed by surveys completed by the

identified ELA/ESL staff and the implementation of the professional development pedagogical strategies which will be monitored by walk-throughs and formal observations with feedback provided by the literacy coach, the administrators and the ESL coordinator.

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

The SINI Parent letter informing parents of our school's Accountability Status will be backpacked home. There will be a notification sent home inviting parents to a meeting to inform them of the school's SINI status, the cohorts that did not make their AYP, and the strategies and programs which are being implemented to support the school's improvement.

Flyers in English, and translated into Spanish, Korean, Chinese and Arabic, will be distributed to our student population. We will send out flyers to our parent email distribution list, as well as a message home in English, Spanish, Korean, and Chinese, through our phone School Messenger service.

APPROVED: CGH 12-21-11

**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 type here	District 00	Borough select one	School Number 000
School Name type here			

B. Language Allocation Policy Team Composition

Principal type here	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	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		Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

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

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

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

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

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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													
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other														0
TOTAL	0													

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?

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

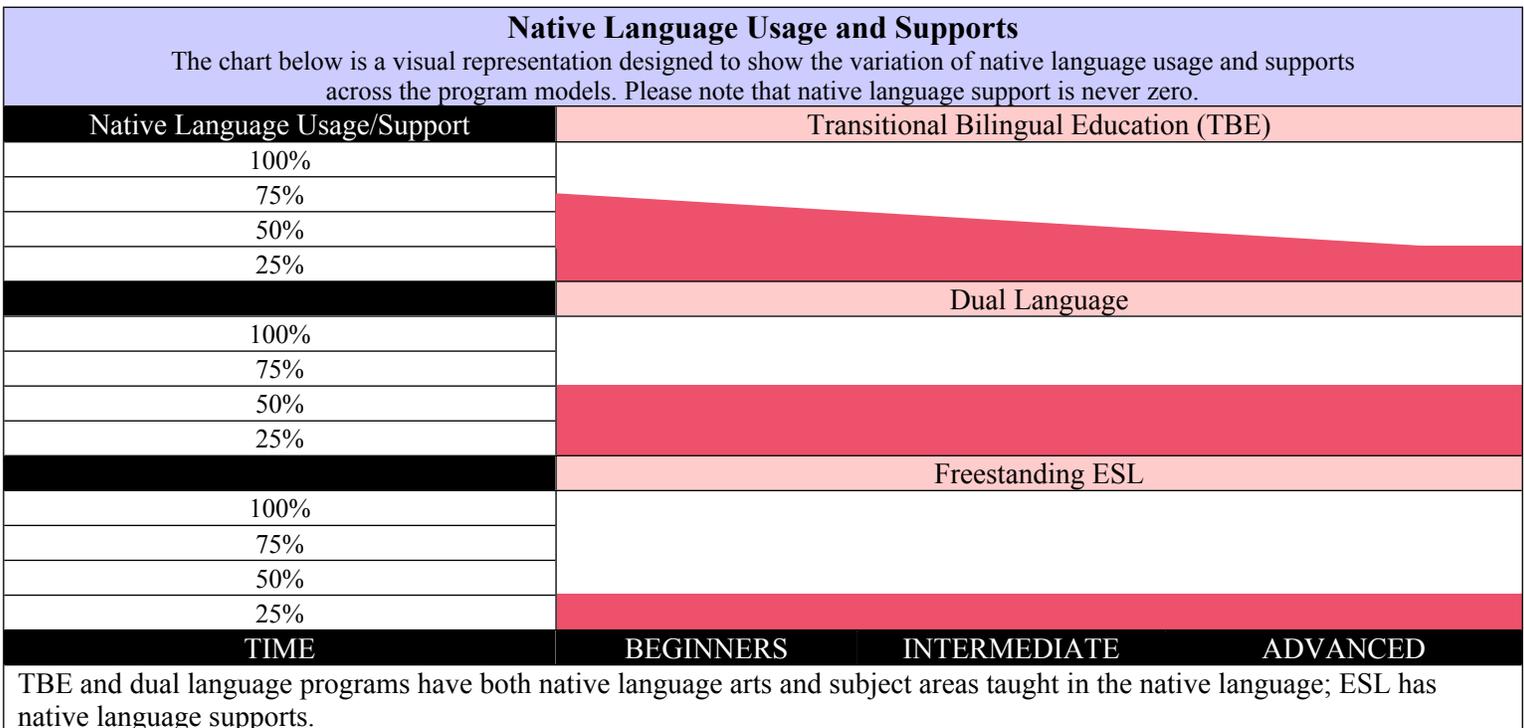
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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?

Paste response to questions 1-4 here

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?

Paste response to questions 1-4 here

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

**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 D. Purus	District 25	Borough Queens	School Number 185
School Name Edward Bleeker JHS185Q			

B. Language Allocation Policy Team Composition

Principal V. Sawinski	Assistant Principal G. Volkommer
Coach Clara Kang (ELA)	Coach X
ESL Teacher Christine Olsen	Guidance Counselor Narda Melendez
Teacher/Subject Area Christine Arnone/SS	Parent Jean Aurricchio (PTA)
Teacher/Subject Area Stacy Mooney/Math	Parent Coordinator Gail Meyers
Related Service Provider Vivian Cebellero	Other Chaihyo Park/ESL
Network Leader D. Purus	Other Susan Elgart/ELA

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	5	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	1249	Total Number of ELLs	149	ELLs as share of total student population (%)	11.93%
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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. Describe the steps followed for initial identification for students who may be ELLs.

A. Parents of new admits receive admission form from the pupil accounting secretary. Secretary calls a pedagogue to administer the HLIS and conduct an informal oral interview, based on the home language indicated on the HLIS. The following pedagogues are used for this process:

- J. Santamaria- Spanish, Dean/Certified Bilingual Spanish Teacher
- J. Sande- Spanish, Dean and Certified Science/ESL Teacher
- I. Wong- Mandarin, Certified Math/ESL Teacher
- T. Lin- Mandarin, Certified ESL Teacher
- Y. Chou- Mandarin, Certified ESL/Chinese Teacher
- M. Leung- Mandarin, Certified Math Teacher,
- C. Kang- Korean, Literacy Coach/Certified ELA Teacher
- P. Dhillon- Hindi, Punjabi, Urdu, Data Specialist/Certified Science Teacher
- K. Tong- Mandarin, Cantonese, Certified Music Teacher,
- G. Fleishman- English, Guidance Counselor/Certified Music Teacher
- N. Melendez- Spanish, Guidance Counselor/Certified Teacher
- V. Sawinski- Principal/Certified Science Teacher

The following staff members are called upon in conjunction with a certified, English speaking pedagogue:

- H. Hallakah- Arabic, Paraprofessional
- M. Idrizi- Albanian, Paraprofessional
- P. Louis- French, Nurse

B. HLIS is forwarded to ESL Coordinator (C. Olsen) to determine ELL eligibility. C. Olsen forwards results to Grade A.P. in the event that a class change needs to be made.

C. LAB-R is administered by pedagogue A. Abbenda- Certified ELA Teacher and Librarian.

D. All ELLs take the NYSESLAT in the spring to determine proficiency levels by modality and for ESL class placement in the fall

2. What structures are in place at your school to ensure that parents understand all three program choices?

There are presently two opportunities for the parents to learn that they have a choice among the following three programs: Transitional Bilingual, Dual Language, and Freestanding ESL. When ELL parents initially register their children to attend school, a trained, bilingual pedagogue and the parent coordinator meet with the parents. Once they have determined what language the parents are most

comfortable using, they are shown the Parent Orientation Video, and are asked if they have any questions about the program choices. They are also given the “Guide for Parents of English Language Learners” flyer. The pedagogue and the parent coordinator remain present while the parents complete the Parent Survey and Program Selection Form in their native language.

We also offer an ELLs Parent Orientation in the fall (usually October). Translated notices go out to all of the parents of our ELL students, and in some cases, we will call the parents using a school interpreter, or the Translation Unit’s over-the-phone interpreters, to encourage parents to attend. At the meeting we show the Parent Orientation Video, distribute flyers and information, serve refreshments, and have interpreters, pedagogues, and the parent coordinator present to answer any questions. At this meeting we also discuss the availability and whereabouts of free or low-cost ESL classes for parents.

3. Describe how your school ensures that entitlement letters are distributed and parent survey and program selection forms are returned? For New ELLs: As soon as the LAB-R results are available, the ESL coordinator determines who receives the non-entitlement letters and who receives entitlement letters. Translated letters are provided to the parents based on their preferred home languages, except for a few cases where the translated versions are not available on the DOE website. We have identified Tagalog as one language these documents have to be translated into by an independent translation service. The entitlement letters are provided to the parents at our Open House meetings for ELLs.

For Continued ELLs: The continued entitlement letters are handed out to the students according to the parents’ preferred language based on the previous year’s NYSESLAT scores and the language indicated on the HLIS.

For Existing Students who Receive Non-Entitlement Letters: Based on the previous NYSESLAT scores, students who test out receive non-entitlement letters at our special event for just this cohort. We reward them for their effort and celebrate their new status as FELLs by providing them a pizza party. This also is also the opportunity for them to receive helpful information as to what kinds of supports they still receive as FELLs.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instruction programs. ESL coordinator looks at LAB-R scores to place in the proper ESL class based on Parent Selection form. Parents are Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

The trend has been that the parents, after viewing the DOE ESL DVD, have been choosing the Freestanding ESL taught by licensed TESOL teachers. (Go back three years)

6. Are the program models offered at your school aligned with parent requests?

Yes, the models are aligned with parent requests. When we have 15 students with the same home language, in two contiguous grades, whose parents opt for a bilingual program, it will be offered. As new students are admitted during the year, the parent selections will be reviewed and they will be contacted should there be 16 students with the same home language in two contiguous grades and the option of bilingual education will be offered to the parents.

given a brochure explaining the different programs available for ELLs. Parent Coordinator meets with parents, with an interpreter, to discuss program options.

5. After reviewing the Parent Survey and Forms and Program Selection Forms, our programmers schedule only ESL classes as we do not meet the threshold for offering a Bilingual program nor do we offer a dual-language program. The programmers then base the number of ESL periods based on mandates (B-I-A) and also offer the ELL students English Language Arts instructional periods to complement the ESL instruction. This is done by programming a block of periods for ESL/ELA instruction, complying with all mandates, and working with available instructional periods otherwise devoted to fine arts or elective classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	24
SIFE	14	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	8

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

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

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

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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							15	10	21					46
Chinese							25	21	21					67
Russian							0	0	0					0
Bengali							1	0	0					1
Urdu							1	2	0					3
Arabic							0	3	2					5
Haitian							0	0	0					0
French							0	0	1					1
Korean							7	4	6					17
Punjabi							1	1	1					3
Polish							0	0	0					0
Albanian							1	0	1					2
Other							1	2	1					4
TOTAL	0	0	0	0	0	0	52	43	54	0	0	0	0	149

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

Part IV ELL Programming

Part A Programming and Scheduling Information

1. How is instruction delivered?

a. Pull-out ESL classes

b. Homogeneous by proficiency level and grade in ESL classes

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?

We have three full time highly qualified certified ESL teachers who are programmed to provide the following mandates to our ESL students.

ESL proficiency level	No. of period per week	No. of minutes per week
Beginner	8	320
Intermediate	8	320
Advanced	4	160

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.

- We no longer have homogenous/isolated ELL classes. For the departmentalized format, classes are no longer predominately ELL. Some classes are designated to be a combination of ELL students and general education students. In the 8th grade, there are 4 classes that are designated to be a combination of ELL and general education. Of these, two classes have a makeup of 2/3 ELL and 1/3 general education.

In the 6th and 7th grade, there are 1/3 ELL in the designated combination classes. Classes with ELL students have a combination of beginner, intermediate, and advanced. All language instruction is given in English.

- To support and enrich language development, content area and ESL teachers use the following instructional approaches: visual aids, audio aids, leveled texts, graphic organizers, charades, ipads with translating software, video clips with closed captions, writing assignments with prompts and scaffolds, translated materials and texts.

-Content area is delivered by licensed content area teachers. The classes are made up of general education students and ELLs, so the content area teachers differentiate to accommodate the various levels of English proficiency. Content area classes are English-only, but native language support is provided. Teachers use the following methods to provide differentiated instruction: rewriting sections of the textbook to create comprehensible text, edhelper.com to provide students with leveled texts, google translate and native language dictionaries/glossaries to provide native language support, active reading practices, etc.

-Native language is developed through the use of the following supports: native language dictionaries/glossaries, DOE Translation and Interpretation Unit to translate documents and letters that are sent home, translation of concepts and key words, classroom and State tests are given in the native language when translations are available.

-ESL teachers support the content areas through theme-based, content area units. The Shining Star textbook series provides science and social studies units to help support students' growth and understanding of concepts related to these content areas. For example, ESL teachers have taught units on ancient civilizations, communities, immigration, 9/11 and terrorism, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

- Some teachers translate tests into the students' native languages. Students are also allowed to use translation dictionaries. Content translated glossaries are also used by some teachers.

- All newly admitted potential ELL students are given a LAB-R in their native language to assess for ELL placement.

5. How do you differentiate instruction for ELL subgroups?

a. We have had an influx of nine new SIFE students in the 6th grade and a total of 16 SIFE students in our school. They are also required to attend extended day classes. We will strongly encourage these students, and reach out to parents, to attend the Title III afterschool program. In January, we will be applying for the NYCEDOE Office of ELLs SIFE/Long-Term ELL grant to allow us to purchase Achieve3000. We plan to use this program to help our SIFE students improve their literacy skills.

b. For newcomers, most of them are at the beginning proficiency level so they attend the beginners level ESL classes. The intermediate level newcomers attend the intermediate level ESL classes, and they also receive four periods of ELA to prepare them for the ELA test. All of these students also attend extended day classes, which are focused on preparing them for the ELA test. The beginner class provides intensive instruction in phonics to help the students speak. The class is heavily focused on verbal to English to improve their verbal ability and confidence in speaking English. To improve fluency, the teacher uses choral reading to help students follow the text and practice reading.

A. Programming and Scheduling Information

c. Most of these students are at the advanced level in ESL. They attend advanced level ESL classes 4 periods a week and they also attend ELA classes with an ELA teacher and non-ELL students 8 periods a week. During ESL, the teacher focuses on supporting the content areas using textbooks and leveled non-fiction texts. The teacher also works on word and comprehension strategies to help them read complex texts in the content areas. For the 8th grade Intermediate level students, we are using the program Words Their Way to improve spelling and word knowledge. The advanced students receive four periods a week in ESL and eight periods of ELA. We also encourage these students to attend the Title III program after school. In addition, this year we have implemented an extended day AIS program for our ELLs receiving 4-6 years of service. We assigned these students to their ESL teacher, so she can provide intensive instruction targeted toward individual literacy needs.

d. We have started an intervention plan for our ELL long-term students. We set up initial meetings with the parent of that ELL to create an individualized action plan, which would help him/her to move forward. This action plan, which includes helpful academic strategies, gets e-mailed to the teachers, so that it is implemented in all subject areas. We have also implemented an extended day AIS program for our long-term ELLs. We assigned these students to their ESL teacher, so she can provide intensive instruction targeted toward individual literacy needs. In January, we will be applying for the NYCDOE Office of ELLs SIFE/Long-Term ELL grant to allow us to purchase Achieve3000. We plan to use this program to help our Long-Term ELL students improve their literacy skills.

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?

1. Chunking Information
2. Use of visuals (print/elmo/smartboard)
3. Interactive technology
 - Brainpop.com
 - Web quests
 - Laptops
 - I pads
4. Group work/flexible grouping
5. Differentiated (content/process/product)
6. Leveled texts

In addition, we use paraprofessionals to provided individualized attention to the ELL-SWDs during ESL classes and in content area classes.

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 are scheduled heterogeneously and have access to all curricular and extra-curricular activities that non-ELLs/SWDs experience. They are scheduled to meet the mandates as per CR154. The programs are individualized and customized to provide IEP mandates as well as ESL mandates.		
75%			
50%			
25%			
0%			
	Dual Language		
100%	Dual Language		
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%	Freestanding ESL		
75%			
50%			
25%			
0%			
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

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?

Paste response to questions 8-17 hPart B Programming and Scheduling Information Continued

1. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas.
This year we have integrated our ELL population in with the general education students for content areas. Students are split into Beginner, Intermediate and Advanced cohorts for ESL instruction classes. Support in the writing and editing process for the ELA classes is provided in ESL classes. In addition, ELL students are offered extra reading and writing activities and instruction to support and increase proficiency during our afterschool tutorial period 9.
2. Describe your targeted intervention for transitional ELLs who reach proficiency on the NYSESLAT
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

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.

Part D Professional Development

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The TESOL teachers are provided external profession development whenever there is an opportunity, such as DOE ESL trainings, and QTEL. We normally select a team of teachers, which includes at least one TESOL teacher and other content-area teachers to attend professional development sessions, so that there is school-wide coherence in the instruction for ELLs. Non-licensed ESL teachers are provided professional development through the DOE QTEL and the Network 208's ESL Support Specialist. Additionally, we provide internal professional development by our licensed TESOL teachers and the literacy coach depending on the needs of the teachers.

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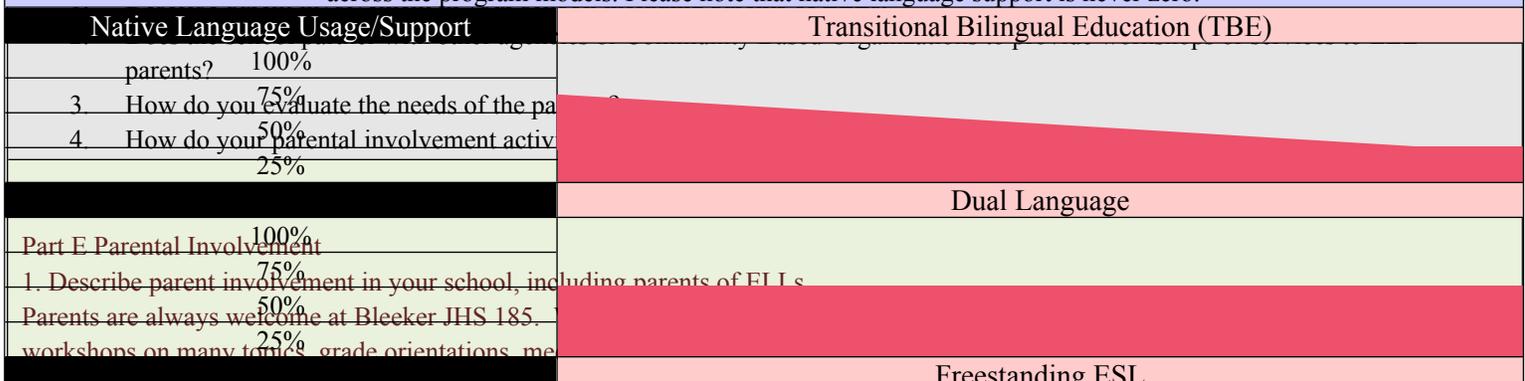
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Native Language Usage and Supports

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



E. Parental Involvement

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

Part E Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

Parents are always welcome at Bleeker JHS 185. We have many activities and events for parents and their children including parent workshops on many topics, grade orientations, meetings, serving on committees, volunteering opportunities, many special family events including our Science Sensation Family festival, Lunar New Year festival, Math Casino night, school concerts and art exhibits, family art workshops, weekend trips to cultural institutions, etc. We have interpreters at all of our events, especially Parent/Teacher conferences and at our academic workshops. In the past three years we have held free ESL classes for parents and family members of our school community. We have also offered free GED and computer classes. These classes have been held in the evenings, and have had a good enrollment. We will continue to offer ESL as well as the "We are NY" program to our parents of ELLs. We do try to have most of our notices translated by the Office of Translation and Interpretation, by Google Translates, as well as by pedagogues who are fluent in the particular language.

2. Does the school partner with other agencies or CBOs to provide workshops and services to ELL parents?

We work with the Child Center of NY to provide ESL, GED, and computer classes to our ELL parents.

3. How do you evaluate the needs of the parents?

The Children's Aid Society has surveyed our parents in the past. Presently we work closely with our PTA and SLT (School Leadership Team) to determine the needs of parents. We also have open discussions with parents at various meetings and forums.

4. How do your parental involvement activities address the needs of the parents?

Our parent workshops on a variety of topics, including curriculum and assessments, navigating parent/teacher conferences, Internet safety, Common Core Standards, fire safety, etc. address the needs of parents to be informed about their children's education, as well as how to keep their children safe. Family events, trips, art workshops, etc. provide parents with no-cost opportunities to share quality educational/cultural experiences with their middle school children, and to feel comfortable and involved in their school. ESL, GED, and computer classes, as well as physical fitness offerings including yoga and aerobics, help parents to become healthier, better prepared to function in their daily lives, and more able to address their children's educational needs.

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Additional Information

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Paste additional information here

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Part E Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

Parents are always welcome at Bleeker JHS 185. We have many activities and events for parents and their children including parent workshops on many topics, grade orientations, meetings, serving on committees, volunteering opportunities, many special family events including our Science Sensation Family festival, Lunar New Year festival, Math Casino night, school concerts and art exhibits, family art workshops, weekend trips to cultural institutions, etc. We have interpreters at all of our events, especially Parent/Teacher conferences and at our academic workshops. In the past three years we have held free ESL classes for parents and family members of our school community. We have also offered free GED and computer classes. These classes have been held in the evenings, and have had a good enrollment. We will continue to offer ESL as well as the “We are NY” program to our parents of ELLs. We do try to have most of our notices translated by the Office of Translation and Interpretation, by Google Translates, as well as by pedagogues who are fluent in the particular language.

2. Does the school partner with other agencies or CBOs to provide workshops and services to ELL parents?

We work with the Child Center of NY to provide ESL, GED, and computer classes to our ELL parents.

3. How do you evaluate the needs of the parents?

The Children’s Aid Society has surveyed our parents in the past. Presently we work closely with our PTA and SLT (School Leadership Team) to determine the needs of parents. We also have open discussions with parents at various meetings and forums.

4. How do your parental involvement activities address the needs of the parents?

Our parent workshops on a variety of topics, including curriculum and assessments, navigating parent/teacher conferences, Internet safety, Common Core Standards, fire safety, etc. address the needs of parents to be informed about their children’s education, as well as how to keep their children safe. Family events, trips, art workshops, etc. provide parents with no-cost opportunities to share quality educational/cultural experiences with their middle school children, and to feel comfortable and involved in their school. ESL, GED, and computer classes, as well as physical fitness offerings including yoga and aerobics, help parents to become healthier, better prepared to function in their daily lives, and more able to address their children’s educational needs.

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)							13	14	13					40
Intermediate(I)							10	9	14					33
Advanced (A)							29	20	27					76
Total	0	0	0	0	0	0	52	43	54	0	0	0	0	149

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	9	10				
	I							10	11	10				
	A							17	19	24				
	P							21	4	9				
READING/ WRITING	B							13	13	11				
	I							10	8	15				
	A							27	12	24				
	P							2	10	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	17	2		38
7	14	13	2		29
8	12	26	0		38
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		9		28		7		49
7	4		9		9		16		38
8	6		11		21		10		48
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	6		24		28		5		63
8	1		2						3
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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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: Bleeker JHS	DBN: 25Q185
Cluster Leader:	Network Leader: D. Purus
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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:

ELL students who received a Level 1 on the NYS ELA 2011 exam, or those who are eligible to sit for the NYS ELA exam in 2012, are attending our Horizon Academy, a before school, 40 minmute, tutoring program that is taught by certified ESL and ELA teachers. Students attending this morning program also have the same teacher for the mandated after school component. The rational for this program is to offer these students consistency that constantly reinforcing literacy skills that will improve their performance level on the NYS ELA 2012 exam.

Teachers are provided 9 hours of training and planning on how to reinforce ELA strategies. This training takes place during this program to insure that they are meeting the needs of these students. This program began on Friday, January 6, 2012 and will continue through April 3, 2012. Special ELA materials were ordered for use in this program. Additionally, the skills and strategies being taught during the Horizon Academy program will be integrated into the lessons by the entire teaching staff on a weekly basis.

During the 2012 school year the Queens Zoo will provide an educational after-school program for English Language Learners at Edward Bleeker Junior High School (JHS 185). The Queens Zoo (QZ) is uniquely suited for these services because of its creative qualified staff, small size and familiar animal exhibits from the Americas. The Zoo has a history of providing animal and conservation education programs for schools throughout Queens and the greater NY area since 1992.

The primary instructor for this program will be Anine Booth. Ms. Booth will be completing her M.S. Degree in Psychology and Animal Behavior in 2012. She is a veteran teacher of informal education and has worked in several zoos and informal science centers. In addition, she will be assisted occasionally by Alex Kudroff, a Queens Zoo instructor with four years experience in zoo education. Mrs. I. Wong, a JHS185Q teacher with full NYS certification in both TESOL and ESL will be providing direct instruction to the students. Mrs. Josefa Sande, JHS185Q staff member with full NYS certification in ESL, will co-teach with Mrs. Wong.

The Education Department will develop and teach after-school programs at the school for a group of up to 25 ELL students, on Fridays from 3:30 – 4:30 pm, beginning on February 3rd. We will provide services for a total of 17 sessions during the school year. The Queens Zoo also will present three parent

Part B: Direct Instruction Supplemental Program Information

workshops for the participating students which will help parents understand the scope of activities that the students will be learning in the program. In addition, QZ will arrange for three field trips (Queens Zoo, Prospect Park Zoo and tentatively Jamaica Bay Wildlife Refuge) for the students related to the curriculum, and will also provide educational support to the classroom teachers. These supplemental activities are designed to augment the lessons that the student will receive during the program. The Queens Zoo (QZ) will assume responsibility for the cost of materials used during these programs.

Each of the planned sessions and trips will provide students an opportunity to learn topics in zoology, wildlife and urban ecology and conservation through a variety of hands-on activities. The overall goal of the program is to assist students in learning the English language while discovering the importance of wildlife conservation issues and showing them ways to get involved in appropriate local conservation activities.

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:

- 1.) Please see above.
- 2.) ESL teachers provided PD to new general education teachers Sept., 2011. Topics included ELL levels, assessments, strategies for reading/writing in the content area, culture sensitivity.
- 3.) ArtsConnection p.d. for ESL teachers. Teaching artists provided teacher training on PIE (Purposeful, Intentional, Explicit) language objectives and ArtsConnection's Observational Protocol.
- 4.) Election Day PD for ESL teachers by OELL. ELL and CCSS.
- 5.) December, 2011 PD at Fordham: Over-referrals of ELLs - assessment bias and cultural sensitivity.

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

Part D: Parental Engagement Activities

Begin description here: 1.) Interpreters are available at Parent-Teacher Conferences and all regular workshops and meetings. Parents are informed of all school activities through translated flyers. Appropriate school staff is used for interpretation, as well as interpreters from Legal Interpretation Services (a DOE recommended vendor). Open Houses for parents are held in the fall and late winter of the term.

2.) Parents will be trained in how to use ARIS Parent Link

3.) The school will create and distribute an Agenda Book that will allow for parent teacher dialogue

Part E: Budget

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

Allocation Amount: \$23984.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	10894.79	2094.00 Supervision of Horizons program as per Galaxy allocation. 10011.00 Six teachers (3 ESL, 3 FL) teaching 2 hrs per week for 19 weeks 'Zero' period remediation program for ELL's in ELA/Literacy as per per session rates.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	9419.00	Queens Zoo program as described under Title III supplemental services for ELLs.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	The cost for services rendered by the Queens Zoo Education Department, DOE Vendor # QWC000111 are as follows: Instructor Fees* \$250 x 35 contact hours \$8,750 Field Trips ** \$ 500 Supplies and Materials including	Workbooks and magazines chosen for specific use with ELL students in morning 'Zero' period program. Materials include ScholaSTIC, Scope, etc.

Part E: Budget

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

Allocation Amount: \$23984.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>handouts, arts supplies, and journals 25 children x \$16 \$ 400</p> <p>Total \$9,650</p> <p>* Instructor fee includes 17, 60 minute classes; 3 parent workshops and 3 field trips (15 hours), instructor preparation time, planning and assessment meetings. All travel fees are included in the instructor fees.</p> <p>**This includes admission fees and presenter fees at the specified sites. The cost for transportation is not included in these fees. The Queens Zoo cannot be responsible for arranging for transportation to any field trips or transportation costs related 1790.00</p>	
Educational Software (Object Code 199)		
Travel	1210.21	Transportation and admission fees for ELL extracurricular field trips to Zoo and local cultural institutions.
Other	2170.00	Translation services as per Galaxy allocation.

Part E: Budget

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

Allocation Amount: \$23984.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	23984.00	