



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WILLIAM H. CARR JHS 194Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q194

PRINCIPAL: RICHARD M. GARINO EMAIL: RGARINO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DiMANGO

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.

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By June 2012, our students with disabilities will make more than one year of progress in ELA, increasing from 42% to 52% proficient, an increase of 11%.

Comprehensive needs assessment

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

Over the past three years, school wide proficiency in English Language Arts fell from 89.8% in 2009 to 65.3% in 2010, due in part to the raising of the cut scores for the New York State ELA assessment. In 2011, proficiency in English Language Arts continued to decline to 63%. The median growth percentile for ELA is 69%, and for the lowest 1/3 of students is 73%, indicating that we are making substantial gains helping ALL of our students make at least one year's progress. Nevertheless, we did not make our Annual Yearly Progress in our test performance for New York State for our Students with Disabilities (target was 114, and our students with disabilities had a performance index of 102).

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.

This will be our fourth year focusing on Six-Traits Writing Rubric to evaluate student writing. We have established common language for all teachers to evaluate student writing, and have increased the writing done in all disciplines. For the 2011 school year, we will begin shifting from a narrative model of writing to an objective model in all disciplines, where students take a position on a topic and defend it with relevant evidence. This will also bring us into compliance with the new Common Core State Standards, which stresses literacy across the disciplines. Furthermore, we have restructured the Special Education program in the building. We have "un-departmentalized" the program, and integrated the teachers into their content specialty departments. We have removed the stand alone self contained rooms where the students stayed all day long, and instead created self-contained rooms by discipline. We have infused technology into the special education classrooms; there is a symposium, I-Mac computers, and sets of I-Pads in every self contained room. On each of the I-pads, we have included the Dragon dictation software to help students bridge the gap between what they know, and what they put on paper. In September 2011, we identified the students who were most in need of assistance, and have been working with the teachers to target their instruction to meet the specific needs of the students. Four times a year, teachers will assess student progress on the Scantron Performance series assessments. The administration will discuss the progress of these students at every observation, and teachers will provide a "progress report" on their interventions every marking period to their department heads. By January of 2012, all of our students will begin working on CCLS aligned tasks in ELA, which will focus on objective writing.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., ARIS, Jupitergrades.com, CCLS) through the Parent Coordinator workshops:**
 - 2. 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 (e.g. workshops on homework help, study skills, and time management);**
 - 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (e.g. use of Jupitergrades.com online grade book);**
 - 4. Providing assistance to parents in understanding City, State and Federal standards and assessments (e.g. Parent Coordinator workshops on Understanding the IEP process, promotional criteria, and state assessments);**
 - 5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (e.g. use of translation services in communications to parents, Monthly Newsletter, school website)**

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.

We have restructured our 37 ½ minute extended day to allow teacher's a common period to meet together on Thursday's, either as a grade or department team. We have also begun offering professional development during the three grade-specific lunch periods, as well as sending staff to outside professional development.

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 YMCA Beacon program is housed in the building, providing afterschool tutoring and activities. The Principal meets regularly with the Beacon Coordinator to discuss the needs of the school and the ways in which Beacon can supplement and support the school's initiatives.

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.

The budget resources used for this goal include TL NYSTYL Hardware, TL NYSTYL Software, TL Parent Coordinator, TL Fair Student Funding, and TL Translation Services. The Human resources used for this goal include classroom teachers, Paraprofessionals, and the Parent Coordinator.

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.

By June 2012, our English Language Learners will make more than one year of progress in ELA, increasing from 37% to 47% proficient.

Comprehensive needs assessment

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

Over the past three years, school wide proficiency in English Language Arts fell from 89.8% in 2009 to 65.3% in 2010, due in part to the raising of the cut scores for the New York State ELA assessment. In 2011, proficiency in English Language Arts continued to decline to 63%. The median growth percentile for ELA is 69%, and for the lowest 1/3 of students is 73%, indicating that we are making substantial gains helping ALL of our students make at least one year's progress. Nevertheless, we did not make our Annual Yearly Progress in our test performance for New York State for our English Language Learners (target was 113, and our students with disabilities had a performance index of 109).

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.

In the past, our English Language Learner program was small, and the students were concentrated into one self-contained class regardless of age, grade level, or language level. This year, we have remodeled the program so that each grade has its own ELL homeroom class, which is a mixture of English Language Learners and English proficient students, following an immersion model. Each ELA class for these homerooms has two teachers, one general education ELA, and the other an ESL push-in teacher. We have "un-departmentalized" ELL, and merged it with the ELA department. All of our ELA teachers have begun professional development in the structure and format of the NYSESLAT exam, and professional development opportunities are offered three times a week during the lunch periods, as well as professional development opportunities outside of the building. The teachers who are involved with the ELL classes meet regularly with the Assistant Principal of the ELA department, as well as the Principal to discuss what is working and what needs to be improved upon. In September 2011, we identified the students who were most in need of assistance, and have been working with the teachers to target their instruction to meet the specific needs of the students. The administration will discuss the progress of these students at every observation, and teachers will provide a "progress report" on their interventions every marking period to their department heads. In December, we will begin our ELL Saturday Academy, a six week program which is designed to augment the cultural and language immersion that the students need in order to progress.

Strategies to increase parental involvement

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

1. **Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
2. **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 (e.g. ARIS, CCLS, ELL program);**
3. **Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;), as well as providing a space for parents to access Jupitergrades.com and ARIS;**
4. **Translate all critical school documents and provide interpretation during meetings and events as needed.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our ELA teachers have begun professional development in the structure and format of the NYSESLAT exam and ELL specific strategies during common planning time and professional development opportunities are offered outside the building, as well as three times a week during the lunch periods.

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 YMCA Beacon program is housed in the building, providing afterschool tutoring and activities. The Principal meets regularly with the Beacon Coordinator to discuss the needs of the school and the ways in which Beacon can supplement and support the school's initiatives. The school will also begin its Saturday ELL Academy in December of 2011.

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.

The budget resources used for this goal include TL Parent Coordinator, TL Fair Student Funding, TL Translation Services, Title III LEP, and Title III Translation Services. The Human resources used for this goal include classroom teachers, Assistant Principals, and the Parent Coordinator.

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.

By June 2012, the school will have introduced and promoted more efficient means of communication with school staff, students, parents, and community organizations through parent resource center, school volunteers, and interpretation and translation services, as evidenced by an increase in attendance at school meetings and events.

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.

During the 2010 school year, both the School Environment survey and the Quality Review indicated that there was a need for greater community involvement in the school. The Environment Survey indicated that teachers did not feel empowered to play meaningful roles in making important decisions for the school (44% agreed, down from 64%), and that parent responses dropped in the areas of involvement (82% to 81%), and communication (86% to 81%). Furthermore, the Quality Review for the 2010 / 2011 school year indicated that the school needed to “provide more opportunities to engage students and families in decision making, leadership opportunities and involvement in the school community.”

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.

For the 2011 school year, we have changed several of our modes of communication with parents, students, and staff. In the past, a morning memo was placed above the time clock with information for teachers. This year, we have created a electronic “weekly newsletter,” which lists the important information for the upcoming week, including events, announcements, compliments, department and grade news. We have replaced our former parent calendar with a monthly newsletter to keep parents abreast of upcoming events, developments, and school news. In January 2012, we will change this to include an electronic format, which 78% of parents say that they prefer. Our Parent Coordinator will begin giving monthly workshops to parents to disseminate information on topics of importance to parents, such as High School Admissions, IEP evaluations, Common Core Learning Standards, ARIS, and bullying prevention. We have moved the Parent Coordinator’s office to a much larger room to facilitate and encourage parental presence in the building. We have re-designed the school’s website to make it more user-friendly and to include the monthly newsletter. In December 2012, we will expand our Student Government to include the 6th & 7th grades. We have created weekly opportunities for teachers to meet with administration to discuss student progress, behavior, and issues pertaining to the individual grades and departments.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. **Establishing a Parent Resource Center containing instructional materials for parents.**
 2. **Encouraging more parents to become school volunteers;**
 3. **Providing written, verbal, and online progress reports that are periodically given to keep parents informed of their children's progress;**
 4. **Translate all critical school documents and provide interpretation during meetings and events as needed**
 5. **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our teachers have begun professional development during common planning time and professional development opportunities are offered outside the building, as well as three times a week during the lunch periods.

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 YMCA Beacon program is housed in the building, providing afterschool tutoring and activities. The Principal meets regularly with the Beacon Coordinator to discuss the needs of the school and the ways in which Beacon can supplement and support the school's initiatives.

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.

The budget resources used for this goal include TL Parent Coordinator, TL Fair Student Funding, TL Translation Services, Title III LEP, and Title III Translation Services. The Human resources used for this goal include classroom teachers, Assistant Principals, and the Parent Coordinator.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June of 2012, we will increase the levels of safety and respect in the building through our positive behavioral interventions and supports framework, as evidenced by a decrease in the percentage of level 4 and 5 infractions from 54% to 25%.

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 2010 / 2011 OORS Management system report indicated that there were a total of 114 incidents reported by the school, and that 54% of these were level 4 and 5 infractions. Furthermore, the 2010 / 2011 School Environment Survey showed a decline in teacher responses to safety (89% to 26%), and student responses to safety (76% to 68%). This trend of bullying and violent behavior has impacted student performance on the State Math exam (84% proficient in 2009, down to 83% proficient in 2009), and on the State ELA exam (65% proficient in 2009, down to 63% in 2010).

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.

In the past, all three grades were spread throughout the building, and all three grades shared common lunch periods. In September of 2011, we restructured the layout of the school so that each grade was assigned to an individual floor and lunch period in order to limit the interactions between the grades and minimize the incidents of bullying. We added a third dean, and created concentrated Pupil Personnel Teams for each grade, consisting of an Assistant Principal, Guidance Counselor and Dean of students. These groups meet once a week to discuss students on their grade, with a focus on behavior and academics. Grade level teachers are encouraged to attend and contribute their information to the meetings. The ultimate goal of each team is to identify students who are potentially at-risk, and intervene before the student's behavior or academics begin to suffer. We have replaced our Home & Career classes for our 6th and 7th grades with Overcoming Obstacles, a program that is designed to build character, resolve conflict, and reduce bullying. We have trained our staff in Positive Behavior Intervention Systems, and have begun implementing these strategies and teacher led committees. Our 6th and 7th grades have a once a week auditorium period to supplement the P.B.I.S anti-bullying program, and Overcoming Obstacles coursework. In December 2012, we will increase our Student Government to include the 6th & 7th grade students, with the goal of having every class represented and engaged in the discussion of bullying and violence prevention. In January 2012, we will host a full day Bully Prevention Conference with all three grades.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
1. **Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
 2. **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 (e.g. ARIS, CCLS, ELL program), as well as anti-bullying and violence prevention.**
 3. **Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;), as well as providing a space for parents to access Jupitergrades.com and ARIS;**
 4. **Translate all critical school documents and provide interpretation during meetings and events as needed.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our teachers have begun professional development during common planning time and professional development opportunities are offered outside the building, as well as three times a week during the lunch periods

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 YMCA Beacon program is housed in the building, providing afterschool tutoring and activities. The Principal meets regularly with the Beacon Coordinator to discuss the needs of the school and the ways in which Beacon can supplement and support the school's initiatives.

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.

The budget resources used for this goal include TL Parent Coordinator, TL Fair Student Funding, TL Translation Services, Title III LEP, and Title III Translation Services. The Human resources used for this goal include classroom teachers, Assistant Principals, Guidance Counselors, and the Parent Coordinator.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Van Nostrand	District 25	Borough Queens	School Number 194
School Name William H. Carr, JHS 194Q			

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

Principal Richard Garino	Assistant Principal Maureen Robins
Coach type here	Coach type here
ESL Teacher Ana Del Rio	Guidance Counselor Maria Sampedro
Teacher/Subject Area Alexandre Cho/math	Parent type here
Teacher/Subject Area Maria Barber/science	Parent Coordinator Ann Lippert
Related Service Provider type here	Other Emilio Garcia/special education
Network Leader Debra Van Nostrand	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	2	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	1	Number of teachers of ELLs without ESL/bilingual certification	35
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	71	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. 

1. When parents register students who might be English Language Learners, a trained pedagogue such as Assistant Principal Joyce Yuet-Toy, Assistant Principal Maureen Robins, ESL teacher Ana de Rio, conducts an informal interview in English. ATS reports such as RLAT, RESI, Exam History and RLER. ARIS and the data included on that reporting system is consulted. If it is determined that the interview needs to be conducted in a language other than English the supervisor contacts a translator who conducts the interview in the native language. A licensed English as a Second Language pedagogue administers the assessments such as the LAB-R. For Spanish speakers that score eligible on the LAB-R, the Spanish Lab-R is administered. Once it determined that the student is eligible for services the parents are provided with the ELL Brochure and then is offered an opportunity to view the parent choice video. Parents are aware of the program options available to them at the time of registration. ELL students are evaluated in the spring during the NYSESLAT testing period. They are tested as per proficiency level and tested by grade. The Assistant Principal supervising ESL, Maureen Robins, in collaboration with the ESL teacher, Ana del Rio, collaborates to create a testing schedule and checklists to maintain accuracy of all NYSESLAT testing. Moreover, the AP and ESL teacher attend training regarding testing, issues related to testing, and state-mandated training for test grading.

2. Once it is determined that the student is eligible for services the ELL Parent Brochure and the Entitlement Letter are sent home. In the Entitlement letter a time and date are given to the parents for the orientation. The orientation is conducted by the ESL teacher, Ana del Rio. The parents are shown the orientation video in their language. There are staff members available after the video to answer the questions in their language. Data regarding outreach is maintained by the ESL teacher and the Assistant Principal. Parents who have registered students at this school have not chosen a TBE/DL program.

3. We distribute the Entitlement letter and Brochure for students to bring home. The ESL teacher phones afterward to ensure that parents have received the information. Once an orientation is scheduled, and after they have watched the orientation video, parents are given the Parent survey and Program selection for to fill out. Staff members such as Joyce Yuen Toy, Maureen Robins, Ana del Rio are available to answer questions in their language. All Parent Surveys and Program Selections are stored in the main office.

4. Parents are advised that currently we only have a Free Standing ESL program at our school. They are informed that the other programs are dependent on the number of Language Learners that we have that speak the same language and that once we reach those numbers a program may become available. They are also informed that if they feel strongly about their choice and would like to have their child in the chosen program, we can provide them with a list of schools that offer such program. Communication activities are conducted by the Assistant Principal and ESL teacher. The ESL teacher organizes the entitlement letters and distributes them. She maintains a database and follows up with distribution of the continued entitlement letters in the fall. Communication between parents of English Language Learners are initially conducted in person and followed up by telephone. Other means of communication between parents and school may occur through Jupiter grades and PTA meetings where translators may be on hand.

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?

Parents at our school, after they have heard about our program, choose Freestanding ESL as their program choice. 100% of our surveys list Freestanding ESL as the parents number one choice.

6. Currently our programs are aligned with parent requests. All of our parent surveys have Freestanding ESL as their first choice. We currently don't have the numbers to offer any other programs. Our ELL population is very diverse. As parents are made aware of the other choices of enrollment and they are advised that programs are dependent on student enrollment.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							14	5	15					34
Total	0	0	0	0	0	0	14	5	15	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	51
SIFE		ELLs receiving service 4-6 years	18
		Special Education	21
		Long-Term (completed 6 years)	3

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	50	0	6	18	0	11	3	0	2	71
Total	50	0	6	18	0	11	3	0	2	71

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	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							8	10	11					29
Chinese							11	9	8					28
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean									4					4
Punjabi														0
Polish														0
Albanian							1							1
Other							1	6	1					8
TOTAL	0	0	0	0	0	0	21	25	25	0	0	0	0	71

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Instruction is delivered in English by both the ELA and ESL teachers through balanced literacy and Common Core Learning Standards aligned units of study.
- Through the workshop model teachers are encouraged to offer direct instruction through modeling, conferring, and accountable talk.
 - There are multiple opportunities for writing instruction. Writing instruction might focus on craft, fluency, or ideas. We follow the qualities of the Six Trait Framework (ideas, organization, voice, word choice, sentence fluency, conventions).
 - ESL strategies may consist of modified tasks based on the same learning objectives or a tighter focus on a category of the Six Traits Writing Framework.
 - Visual supports are often accompanied to support writing. Other ESL strategies may include: choral response; visual support; aural support; Smartboard computers which allow the use of film and film clips; power point presentations which offer combined audio, visual and multilingual support; graphic organizers; exit tickets designed to encourage English Language Learners to express their learning and the ability to assess learning.
 - Differentiated materials enable English Language Learners to attempt the same meet the same learning objectives as their general education classmates.
 - NYSESLAT scores guide teachers to plan instructional emphasis. For example, a string of lessons might be “listening, speaking, writing” or “reading, speaking, writing”

1 a. Departmentalized

English Language Learners (Beginners, Intermediates, and Advanced) follow a departmentalized schedule and receive instruction from licensed content specialists who often are fluent in a second language. ESL strategies are infused, such as those listed above, into content instruction and teachers work to facilitate the acquisition of academic (Tier III) vocabulary.

Push In (Co-Teaching)

For the first time this year (2011-2012 school year) JHS 194 integrated its Beginner and Intermediate ESL population into the mainstream classroom.

- On the sixth grade, Beginner and Intermediate English Language Learners receive language instruction through their ESL-licensed mathematics teacher.
- On the seventh and eighth grades, the Beginner and Intermediate English Language Learners are integrated into a general education class where there is a co-teaching arrangement in the English Language Arts class.

A. Programming and Scheduling Information

- This allows the ELA and ESL teachers to work collaboratively to present State Common Core Learning Standards aligned units of study and integrating ESL methodologies and strategies to bolster language and content acquisition. Further, this programmatic approach is meant to encourage high expectations for achievement and incorporate rigor demanded by the learning standards.
- The ESL program follows the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level.

Pull-out

- Advanced level English Language Learners are supported in pull out groups four times a week by the ESL teacher.
- Advanced level English Language Learners meet with the ESL teacher in small groups for instruction tailored to their specific needs as indicated by NYSESLAT data and other data collected from various assessments (Six Traits, Scantron Performance, Acuity).
- The students are scheduled for their periods with the ESL teacher while other students are in elective classes such as music, art or computer. They do not miss core subject instruction.

Collaborative

The program model is block

- The class travels together as a group to the four major subject areas.
- Beginner and Intermediate Language Learners on the same grade (6, 7, or 8) are combined with general education learners of mixed ability in a single class such as 601, 701, 801.
- Advanced students are integrated within the general education population on the same grade (such as 602, 702, 802).

2. Beginner and Intermediate ELLs receive 360 minutes as per the New York State mandated.

Advanced students receive 180 minutes as mandated by New York State.

3. ELLs travel with their classes to content subject areas taught by a content specialist. Instruction is delivered in English with native language support. Instructors will support instruction with multilingual slides in powerpoint presentations. Native language glossaries in science, social studies, and math are available in all content classrooms. For English Language Arts, the ESL teacher pushes in. For the sixth grade, math instruction is provided by an ESL licensed instructor. Teachers support learning with an emphasis on vocabulary instruction offered in multiple modalities.

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

- Content Assessments are differentiated and modeled from items from the NYSESLAT exam.
- Students have access to native language state assessments
- Students glossaries and dictionaries available
- Students may be partnered with an a student fluent in the same language but more able in speaking in English
- Students have multiple opportunities to write sustained pieces and receive immediate instructive and constructive feedback
- Students engage in multiple conferring opportunities with ESL teachers and with teachers who speak a second language fluently.

5. Describe your instructional plan for SIFE.

- Currently we have 3 SIFE students.
- The instructional plan is as follows:
 - o monitor and create a plan of assistance assuring a smooth transition into the classroom.
 - o Items on the plan of assistance might include: modeling routines and expected classroom behaviors, explanation where resources such as dictionaries and charts of previous lessons are stored, partnering the student with a buddy.

Newcomers are immersed in the same Common Core Learning Standards-based instructional program as the general population.

- They are supported by a modified instructional plan via the English as a Second Language instructor.
- Students are supplied with bilingual dictionaries.
- Learning is supported with a variety of graphic organizers.
- Texts are offered in their native language when possible to support the acquisition of English and the subject area content.
- Differentiated materials provide multiple windows for accessing content learning and support the integration of the ELL into classroom culture

A. Programming and Scheduling Information

- Reading and writing is supported by visual artifacts
- Accurate translations are offered when possible to offer access to content.
- In classrooms where collaborative teaching is offered, direct teaching includes ongoing vocabulary instruction and visual cues from both pedagogues during direct instruction.
- In classrooms, Beginner students are partnered with English speaking students
- Teachers rely on early assessments (QRI or Fountas and Pinnell, sample items modeled on the style of the NYSESLAT) to assess students on an ongoing bases and to develop targeted instruction

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)	Dual Language	Freestanding ESL
<ul style="list-style-type: none"> • Support materials are geared to enhance background knowledge and deepen reading comprehension is integrated into all reading materials. 100% 	<ul style="list-style-type: none"> • Teachers target small group instruction as indicated by item-skills analysis on the New York State English Language Arts Exam and the most current NYSESLAT test. Students are 75% 		
<ul style="list-style-type: none"> • Student writing instruction is data driven via benchmark assessments rated on the Six Traits framework. Like their English speaking counterparts, ELLs receiving service for 4 top 6 years are asked to set goals and self assess using the Six Traits Framework. 75% 			
<ul style="list-style-type: none"> • Students have multiple opportunities to e and biographies. 30% 			
<ul style="list-style-type: none"> • knowledge. 100% 			
<ul style="list-style-type: none"> • Vocabulary instruction with the use of memory activities as suggested by Marzano and assorted graphic organizers which are designed to offer students multiple ways to express the meaning of a word (i.e. dictionary definition, child-friendly definition, picture, sentence) 50% 			
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.

Describe your plan for long-term ELLs.

B. Programming and Scheduling Information--Continued

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

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 in which they are offered.

- Learning centers will be established in each of the content area classrooms
- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. 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 in which they are offered.

- Learning centers will be established in each of the content area classrooms
- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.
- Teachers will be sharing effective instructional strategies through building wide and city wide professional development. ELL students are specifically grouped for instruction in the 37 1/2 minutes of extended day. Science and math teachers have Kaplan test materials as well as teacher-created materials.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

- all general education teachers will be offered professional development on language acquisition and strategies for the English Language Learner
- differentiated learning plans will be offered in the classroom
- audio support is offered whenever possible
- students are immersed in a language-rich environment with plentiful opportunities for conversation and accountable talk
- interactive word walls further support language acquisition
- ELLs recently mainstreamed are in classes with current ELLs receiving support from ESL teacher
- Students participate in the 37 ½ minute group

Former ELLs are afforded testing accommodations as suggested by New York State. They are able to hear the listening pages of the ELA exam three times. They are tested in separate location. For content area tests, students are able to use word for word translations and glossaries.

What new programs or improvements will be considered for the upcoming school year?

- We will differentiate in a much more overt way across the content areas by examining student data and plan instruction according to the needs of the students as expressed by the data
- Teachers will establish a data plan of long and short term goals.
- Teachers will take their learning to a deeper level with the data available for ELLs.
- School-wide professional development focused on the ELL will be offered.

What programs/services for ELLs will be discontinued and why?

- Because of budgetary constraints, Achieve 3000 (Teenbiz) has been discontinued.
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

8. 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 in which they are offered.

- Learning centers will be established in each of the content area classrooms
- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.
- Teachers will be sharing effective instructional strategies through building wide and city wide professional development. ELL students are specifically grouped for instruction in the 37 1/2 minutes of extended day. Science and math teachers have Kaplan test materials as well as teacher-created materials.

Describe your plan for continuing transitional support (2 years) for ELLS reaching proficiency on the NYSESLAT

- all general education teachers will be offered professional development on language acquisition and strategies for the English Language Learner
- differentiated learning plans will be offered in the classroom
- audio support is offered whenever possible
- students are immersed in a language-rich environment with plentiful opportunities for conversation and accountable talk
- interactive word walls further support language acquisition
- ELLs recently mainstreamed are in classes with current ELLs receiving support from ESL teacher
- Students participate in the 37 ½ minute group

Former ELLs are afforded testing accommodations as suggested by New York State. They are able to hear the listening pages of the ELA exam three times. They are tested in separate location. For content area tests, students are able to use word for word translations and glossaries.

What new programs or improvements will be considered for the upcoming school year?

- We will differentiate in a much more overt way across the content areas by examining student data and plan instruction according to the needs of the students as expressed by the data
- Teachers will establish a data plan of long and short term goals.
- Teachers will take their learning to a deeper level with the data available for ELLs.
- School-wide professional development focused on the ELL will be offered.

What programs/services for ELLs will be discontinued and why?

- Because of budgetary constraints, Achieve 3000 (Teenbiz) has been discontinued.
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in all school productions, extended day, and activities such as jazz band, dance team, intra mural sports, and

Courses Taught in Languages Other than English ⓘ

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:

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.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personal at the school.

- JHS 194 offers an on-going weekly "Professional Investment Series." To date the series has focused on Questioning, the use of ARIS, an overview of the NYSESLAT exam
- Teachers are offered professional development on an ongoing basis on curriculum mapping, exploration of the Common Core Learning Standards at grade and department meetings throughout the year.
- Teachers are offered city-wide and network based professional development opportunities. For example, five ELA teachers attended recent city-wide offering of professional development examining the relationship between the Common Core Learning Standards and English as a Second Language instruction.
- Because all teachers are offered opportunities for school-wide professional development all teachers have opportunities to obtain strategies for supporting recently proficient ELLs in the classroom.
- Teachers will be offered opportunities outside the Professional Development series, such as a study group of Building Academic Language: Essential Practcies for Content Classrooms by Jeff Zwiers and other articles by noted ESL researchers, to share professional books and articles on ESL strategies so that these strategies may be incorporated school-wide.

Teachers attended a recent citi-wide ESL PD relating Common Core Learning Standards and ESL instruction.

Staff, including assistant principals, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, and the entire staff are offered professional development by the CFN, citi-wide ESL, and internal professional development activities during lunch time and in weekly common planning time.

The Assistant Principal maintains a spreadsheet and shared on a google.doc of professional development hours earned by pedagogues and other school staff for the purposes of insuring the achievement of required professional development hours.

ESL students transitioning from one grade to the next receive support through looping and through looping with the ESL teacher.

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?

parental involvement activities

- Back to school nights
- Orientation for ESL programs
- High School Night offered with translation

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?

parental involvement activities

- Back to school nights
- Orientation for ESL programs
- High School Night offered with translation
- Monthly calendar and newsletter
- On-line grade reporting system (Jupiter grades)
- Volunteer activities such as operating the school store and chaperoning students on school trips.
- Upcoming events posted on the jhs194.com website
- School plays, art shows, band concerts, and jazz band and dance team performances
- Monthly PTA meetings with translation services available. Meetings include opportunities for parents to learn about the ARIS and other accountability systems such as Jupiter grades, an on-line grading system.

Translation is available for all school documents and is provided at events and at meetings as necessary. The school is fortunate to have many teachers who are bilingual and often are on hand to translate as necessary. At other times, translators from outside are brought in to school functions to translate.

- As needed parental outreach via teachers, guidance counselor, Assistant Principal with translators
- the school partners with the YMCA Beacon program which offers free classes to both parents and children

Paste response to questions 1-4 here

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

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%	
75%	
50%	
25%	
	Dual Language
100%	Page 21
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

8. 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 in which they are offered.

- Learning centers will be established in each of the content area classrooms
- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.
- Teachers will be sharing effective instructional strategies through building wide and city wide professional development. ELL students are specifically grouped for instruction in the 37 1/2 minutes of extended day. Science and math teachers have Kaplan test materials as well as teacher-created materials.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

- all general education teachers will be offered professional development on language acquisition and strategies for the English Language Learner
- differentiated learning plans will be offered in the classroom
- audio support is offered whenever possible
- students are immersed in a language-rich environment with plentiful opportunities for conversation and accountable talk
- interactive word walls further support language acquisition
- ELLs recently mainstreamed are in classes with current ELLs receiving support from ESL teacher
- Students participate in the 37 ½ minute group

Former ELLs are afforded testing accommodations as suggested by New York State. They are able to hear the listening pages of the ELA exam three times. They are tested in separate location. For content area tests, students are able to use word for word translations and glossaries.

What new programs or improvements will be considered for the upcoming school year?

- We will differentiate in a much more overt way across the content areas by examining student data and plan instruction according to the needs of the students as expressed by the data
- Teachers will establish a data plan of long and short term goals.
- Teachers will take their learning to a deeper level with the data available for ELLs.
- School-wide professional development focused on the ELL will be offered.

What programs/services for ELLs will be discontinued and why?

- Because of budgetary constraints. Achieve 3000 (Teenbiz) has been discontinued.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.
- Teachers will be sharing effective instructional strategies through building wide and city wide professional development. ELL students are specifically grouped for instruction in the 37 1/2 minutes of extended day. Science and math teachers have Kaplan test materials as well as teacher-created materials.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

- all general education teachers will be offered professional development on language acquisition and strategies for the English Language Learner
- differentiated learning plans will be offered in the classroom
- audio support is offered whenever possible
- students are immersed in a language-rich environment with plentiful opportunities for conversation and accountable talk
- interactive word walls further support language acquisition
- ELLs recently mainstreamed are in classes with current ELLs receiving support from ESL teacher
- Students participate in the 37 ½ minute group

Former ELLs are afforded testing accommodations as suggested by New York State. They are able to hear the listening pages of the ELA exam three times. They are tested in separate location. For content area tests, students are able to use word for word translations and glossaries.

What new programs or improvements will be considered for the upcoming school year?

- We will differentiate in a much more overt way across the content areas by examining student data and plan instruction according to the needs of the students as expressed by the data
- Teachers will establish a data plan of long and short term goals.
- Teachers will take their learning to a deeper level with the data available for ELLs.
- School-wide professional development focused on the ELL will be offered.

What programs/services for ELLs will be discontinued and why?

- Because of budgetary constraints, Achieve 3000 (Teenbiz) has been discontinued.
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

8. 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 in which they are offered.

- Learning centers will be established in each of the content area classrooms
- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.
- Teachers will be sharing effective instructional strategies through building wide and city wide professional development. ELL students are specifically grouped for instruction in the 37 1/2 minutes of extended day. Science and math teachers have Kaplan test materials as well as teacher-created materials.

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- all general education teachers will be offered professional development on language acquisition and strategies for the English Language Learner
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- Because of budgetary constraints, Achieve 3000 (Teenbiz) has been discontinued.
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in all school productions, extended day, and activities such as jazz band, dance team, intra mural sports, and

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.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personal at the school.
 - JHS 194 offers an on-going weekly "Professional Investment Series." To date the series has focused on Questioning, the use of ARIS, an overview of the NYSESLAT exam
 - Teachers are offered professional development on an ongoing basis on curriculum mapping, exploration of the Common Core Learning Standards at grade and department meetings throughout the year.
 - Teachers are offered city-wide and network based professional development opportunities. For example, five ELA teachers attended recent city-wide offering of professional development examining the relationship between the Common Core Learning Standards and English as a Second Language instruction.
 - Because all teachers are offered opportunities for school-wide professional development all teachers have opportunities to obtain strategies for supporting recently proficient ELLs in the classroom.
 - Teachers will be offered opportunities outside the Professional Development series, such as a study group of Building Academic Language: Essential Practices for Content Classrooms by Jeff Zwiers and other articles by noted ESL researchers, to share professional books and articles on ESL strategies so that these strategies may be incorporated school-wide.Teachers attended a recent city-wide ESL PD relating Common Core Learning Standards and ESL instruction. Staff, including assistant principals, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, and the entire staff are offered professional development by the CFN, city-wide ESL, and internal professional development activities during lunch time and in weekly common planning time. The Assistant Principal maintains a spreadsheet and shared on a google.doc of professional development hours earned by pedagogues and other school staff for the purposes of insuring the achievement of required professional development hours.

ESL students transitioning from one grade to the next receive support through looping and through looping with the ESL teacher.

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?

parental involvement activities

- Back to school nights
- Orientation for ESL programs
- High School Night offered with translation

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parental involvement activities

- Back to school nights
- Orientation for ESL programs
- High School Night offered with translation
- Monthly calendar and newsletter
- On-line grade reporting system (Jupiter grades)
- Volunteer activities such as operating the school store and chaperoning students on school trips.
- Upcoming events posted on the jhs194.com website
- School plays, art shows, band concerts, and jazz band and dance team performances
- Monthly PTA meetings with translation services available. Meetings include opportunities for parents to learn about the ARIS and other accountability systems such as Jupiter grades, an on-line grading system.

Translation is available for all school documents and is provided at events and at meetings as necessary. The school is fortunate to have many teachers who are bilingual and often are on hand to translate as necessary. At other times, translators from outside are brought in to school functions to translate.

- As needed parental outreach via teachers, guidance counselor, Assistant Principal with translators
- the school partners with the YMCA Beacon program which offers free classes to both parents and children

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)							10	2	8					20
Intermediate(I)							4	5	6					15
Advanced (A)							5	17	11					33
Total	0	0	0	0	0	0	19	24	25	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	3	5				
	I							7	3	10				
	A							15	3	6				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							16	19	9				
	B							4	4	9				
	I							5	4	6				
	A							10	12	8				
	P							20	7	4				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	2	2		9
7	8	10	0		18
8	3	8	2		13
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	3		3		5		3		14
7	1		10		8		4		23
8	4		7		11		3		25
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

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	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

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

Our school employs a variety of assessments for early literacy skills of ELLs. The ESL teacher employs the QRI. All teachers assess writing with the Six Traits Writing Framework. All students are assessed with the Scantron Performance Series. Teachers have access to TCRWP materials as well as Fountas and Pinnell and have the choice to use whatever data system will provide a reliable and informative assessment data stream.

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.

A change of supervisor brings fresh eyes to the development and delivery of instruction. What this supervisor lacks in knowledge of mandates is compensated by energetic planning and examination of data and student work throughout the 2011-2012 school year.

Part VI: LAP Assurances

School Name: AWilliam Carr, JHS194

School DBN: 25Q194

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Garino	Principal		10/21/11
Maureen Robins	Assistant Principal		10/21/11
Ann Lippert	Parent Coordinator		10/21/11
Ana del Rio	ESL Teacher		10/21/11
	Parent		1/1/01
Alexadre Cho/Math	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
Debra Van Nostrand	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q194** School Name: **William H. Carr, JHS 194**

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

Data yielded from surveys conducted at Orientation and home language surveys, notices and phone messages are delivered in parents' native languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

During parent/teacher conferences, back to school night and high school night and other events, staff and parent volunteers provide translation services. Teachers in the school community are bilingual in key languages such as Greek, Korean, Chinese and Spanish. These are the languages in need of translation in our school community. In addition we may use the services from the Translation Unit.T

Part B: Strategies and Activities

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

Translation services will be provided by the DOE Translation Unit, staff members, and parent volunteers. Translated flyers or letters will be distributed at the same time as those written in English.

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

Oral translation is provided in-house. It is provided by school staff and parent volunteers. In addition, oral interpretation services may be provided by the Translation & Interpretation Unit.

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

Signs are posted at the entry to school and near the parent coordinator's office. Lists of staff members and students available for translation are kept in the main office. Staff members are aware of the services made available by the DOE Translation and Interpretation Unit.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The goal of the Saturday Academy of William H. Carr, JHS 194, is to provide a level of intense instruction focused on language acquisition and content for beginner, intermediate and advanced English Language Learners. The content is organized around “environment” and “extreme weather” with a culminating activity of a visit to the New York Hall of Science and a viewing of “Stormchaser” in 3-D. The essential question to be asked is: Does climate shape who we become?

The program will group students by grade and by NYSESLAT score. A language rich program of viewing and speaking will be the hallmark of the beginner group; a writing centered program will be the focus of the advanced group. All groups will receive mathematics instruction. The rationale behind this program rests on three pillars:

- o rigorous (and fun) vocabulary instruction around both every day words and academic vocabulary
 - o navigating difficult and complex nonfiction text
 - o writing persuasively with fluency and sophistication
 - This program will serve beginner, intermediate, and advanced level English Language Learners in grades 6-8
 - The program is scheduled for seven Saturday sessions of three hours each.
 - The language of instruction is English
 - Three teachers will instruct the students. Two of the teachers are ESL –certified. The third teacher is a certified ELA instructor.
 - Types of materials included will be
 - o A variety of videos from Discovery Education, Google earth, PBS, TED.com (All Gore’s new thinking on the climate crisis)
 - oBooks students will read include
 - For beginners: Gail Gibbons books about Hurricans, Tornadoes, Climate, and Weather.
- Additional materials will be purchased from Seeds of Science/Roots of Reading.

Part B: Direct Instruction Supplemental Program Information

For Intermediates: a series of leveled National Geographic text on weather, climate and environment. Other texts might include: Children of the Dust Bowl: The True Story of the School at Weedpatch Camp by Jerry Stanley partnered with the verse novel, Out of the Dust by Karen Hesse

Advanced students will read Blizzard (of 1888) by Jim Murphy and Shipwreck at the Bottom of the World by Jennifer Armstrong and they will examine the trek with a PBS documentary about Shkelton’s explorations.

?????

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:

Teachers will receive professional development from:

Assistant Principal/ELA/ESL

Network 604 & 609

NYCDOE

The group will form the basis of a Professional Learning Community and meet on an ongoing basis throughout the school year

Professional development focus is on vocabulary acquisition, the alignment of ESL instruction with Common Core Learning Standards, and writing. Professional articles and texts will be shared. Extensive work in data will be implemented across the span of the Saturday Academy and integrated with work in regular school hours.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:
TK

Part E: Budget

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

Allocation Amount: \$11,500

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 	\$5018	This amount is for one administrator and three teachers
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	3,450	notebooks, reading materials, snacks and various writing supplies
Educational Software (Object Code 199)		
Travel	500	Bus to New York Hall of Science
Other	550	Cost of entry and the 3D movie at the Hall of Science
TOTAL	\$9,518	

