



**Department of
Education**

\Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PSMS 219Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q219

PRINCIPAL: FRED WRIGHT

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SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Fred Wright	*Principal or Designee (Staff)	
Gayle Stone	*UFT Chapter Leader or Designee (Staff)	
Lillian Young	*PA/PTA President or Designated Co-President/Recorder (Parent)	
Natalie Bausone	*PA/PTA President or Designated Co-President/Financial Liaison (Parent)	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Marlin Vellon	Member/Chairperson (Staff)	
April Mavrovitis	Member/Staff	
Lisa Woodley	Member/Facilitator (Staff)	
Susan Greenberg	Member/Staff	
Chevionne Weeks-Lopez	Member/Parent	
Marilene Silva	Member/Parent	
Frances Mariconda	Member/Parent	
Orsola Zerillo	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year.

To improve student achievement in ELA by engaging all students in a literacy task embedded in a rigorous curriculum unit aligned to the Common Core State Learning Standards (alignment with PPR goal #1)

By June 2012, student achievement will improve as evidenced by the creation of a new ELA curriculum unit for each grade with the embedded CCLS literacy task.

By June 2012, every student enrolled at PSMS 219 at the time of the given ELA unit, will have the following in their achievement portfolio: CCLS literacy task, a description of the task, rubric-based teacher commentary, and the rubric for the task.

Comprehensive needs assessment

- Describe the identified need that generated this goal.

Our 2010-2011 School Report Card and Progress Report revealed that in ELA, 61.3% of our students in grades 3-8 are performing at a level 3 or 4. This is a 9.4% increase from the 2009-2010 school year. Yet, 38% of our students are still not meeting grade level benchmarks in ELA performance. The CCLS task and the ELA unit teachers will create, target grade level benchmarks that resemble the rigorous demands of grade level texts on the ELA exam.

Also, last school year, one of our CEP goals was to begin the creation of core subject Curriculum maps. This current school year we are continuing to create curriculum units, with rigorous revisions to the task section. We met the goal of creating one unit in each grade for ELA and Math. We have expanded our expectations to have units in each grade for Math and ELA and to have multiple units for Science, Social Studies, Music and PE across the grades.

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.

A/B) Classroom teachers will:

- dissect the ELA CCLS to create a grade level, CCLS aligned ELA task (K-8)
- correlate the CCLS task to the corresponding TC Writing Units for the 2011-2012 school year
- create/revise ELA unit to embed the ELA CCLS task
- integrate the DOK levels into the task to increase the rigor
- create a grade level, CCLS aligned rubric
- provide written commentary/feedback on student work based on the qualities of good writing
- schedule Writer's Workshop on a daily basis in each classroom providing focused, explicit instruction in developing writing strategies
- provide subgroups, such as ELLs and SWD, with targeted differentiated instruction

- attend and participate in professional development workshops to strengthen pedagogy
- revise previously created curriculums to reflect the increased rigor of the CCLS and DOK levels, on Rubicon Atlas

Students will:

- identify the criteria for the reading and writing task
- explain the necessary steps to increase performance, using the rubric as a learning tool
- maintain an ELA Achievement Portfolio

Administration will:

- provide sample texts and tasks that are grade and standard aligned to classroom teachers
- assist and monitor classroom teachers in creation and implementation of rubrics
- assist classroom teachers in planning and implementation of the task
- support the work of TC staff developers and network support specialists
- provide time during weekly inquiry meetings to discuss best teaching practices
- provide opportunities for staff to work with TC staff developers to create the task and strengthen instruction
- provide opportunities for staff to work with network support specialists to strengthen instruction
- attend professional development workshops provided by the network, CFN 204, The Executive Leadership Institute (ELI), and Teachers College

** Workshops within the school will be facilitated by: Administration- Principal and Assistant Principal, Leveled Literacy Intervention (LLI) specialist, and Core Inquiry Team members/facilitators (produced from programming- Friday weekly morning meetings, before the school day, and weekly assembly meeting periods, during the school day)*

C) Teachers will monitor and revise strategies/activities after assessing student performance of the ELA task during:

- teacher-led inquiry teams: vertical grade teacher teams- weekly
- common planning within grade (K-5) or department (6-8)- weekly professional period
- a student non-attendance professional development day (SBO)
- two half-day, student non-attendance, professional development sessions in the Spring of 2012(SBO)
- monthly faculty conferences
- monthly grade conferences
- Teachers College Staff Development Cycles: Grades K-2, 3-5, 6-8

D) Timeline for Implementation:

- September & October 2011: Teachers met in vertical teacher teams to plan the new ELA curriculum unit with the imbedded CCLS literacy task. This included intense analysis of the CCLS, curriculum mapping and rubric creation.
- November: Teachers implemented the unit of study with students.
- December: Task implemented with students, with a rubric followed by rubric-based teacher commentary.
- January and February: Teachers will analyze the students' work within the grade level, and then again vertically to notice patterns across all grades K-8. Simultaneously, teachers will reflect on rigorous best practices for teaching informational reading and writing and create a set of coherent practices that align with the CCLS vertically.
- March - June: Teachers will revise current units of study and embed the best practices with a direct connection to differentiation for meeting students' needs based on the assessment. Teachers will track progress and adjust plans and goals for student subgroups and targeted individual students during the course

of the year. All units of study are being revised and recorded in Atlas. All units of study reference the CCLS.

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.

- We will provide the following materials and training to help parents work with their children to improve their achievement level in ELA:
 1. Increase number of parents accessing ARIS parent link
 2. How to use Reading Tracker to track and support their child's progress across grade-level reading benchmarks.
 3. How to use teacher-created rubrics to support writing tasks at home and strategies for how to increase in level.
 4. Town Hall Meetings to unpack: CCLS and NYS ELA Exam
- Increase the home-school partnership by:
 1. Ensuring that parents can effectively support and monitor their child's progress by sending home quarterly progress reports that describe in detail what level their child is reading and whether that is on, below or above grade level benchmark.
- Provide assistance to parents in understanding City, State and Federal standards and assessments via:
 1. A presentation of CCLS FAQ's at PA Executive Board Meetings, Town Hall Meetings and School Leadership Team meetings.
 2. Access to view, on Atlas, curriculum maps by grade for each ELA unit, including the new unit created to align with the CCLS task.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. These parent and school meetings are regularly scheduled, on a monthly basis. The meeting dates are public and posted on the school website www.psms219.org, on the paper calendar sent home to parents, and posted on the calendar in the school lobby.
 1. Administrators not only attend these committees, but are also members of these.
 2. Administrators provide ongoing professional development opportunities such as Teachers College, Columbia University Parents as Partners workshops offered twice a school year for parents to learn about their child's literacy learning and development.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
 1. Provide workshops about ARIS parent link
 2. Provide parent workshops based on the assessed needs of the students, for example reading strategies. Other topics will include: grade-level curriculum and assessment expectations.
- 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.

We are not hiring new teachers. As per our BEDs survey, we already have HQT across the grades and subjects.

Encourage teachers to set personalized professional goals See Goal #3: *Teacher effectiveness will improve by designing and providing an individualized professional development plan for each teacher (alignment to PPR goal #4)*

- Create Teacher-led inquiry teams (vertical) by subject (90% participation) that meet weekly, We have 90% participation in teacher-led Inquiry Teams
- Train the teams on how to examine the ELA CCLS
- Provide workshops for teams to attend and in-house PD to analyze CCLS tasks
- Schedule teams to meet weekly during Common Planning to look at student work using protocols, design the task/rubric/unit, integrate the unit into the

curriculum map, deliver the lessons, evaluate the task and reflect on the unit

- Build capacity within staff: Establish leaders and experts within a topic/subject/concept, etc.

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.
 - Before/After School Program Test Prep Academy
 - Winter, Mid-Winter and Spring Recess Academic Academy
 - ESL Sunrise Academy February 2012 to May 2012
 - QCC (CBO) Short Cycle Poetry Books Spring 2012
 - YMCA OST State Grant for After school programs

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.
 - Common Planning, Circular 6 Professional Duties
 - Before/After School Program Test Prep Academy, Title I and Tax Levy Per Diem
 - Winter, Mid-Winter and Spring Recess Academic Academy, Title I and Tax Levy Per Diem
 - ESL Sunrise Academy February 2012 to May 2012, Title III
 - QCC (CBO) Short Cycle Poetry Books Spring 2012, CBO – no cost to school, funded through the QCC grant
 - YMCA OST State Grant for After school programs, OST grant pending for 2012-2013

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.

To improve student achievement in Math by engaging all students in a math task embedded in a rigorous curriculum unit aligned to the Common Core State Learning Standards (alignment with PPR goal #2)

By June 2012, student achievement will improve as evidenced by the creation of a new Math curriculum unit for each grade with the imbedded CCLS literacy task.

By June 2012, every student enrolled at PSMS 219 at the time of the given Math unit, will have the following in their achievement portfolio: CCLS math task, a description of the task, rubric-based teacher commentary, and the rubric for the task.

Comprehensive needs assessment

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

Our 2010-2011 School Report Card and Progress Report revealed that in Math, 78.6% of our students in grades 3-8 are performing at a level 3 or 4. This is only a 3% increase from the 2009-2010 school year. Yet, 21% of our students are still not meeting grade level benchmarks in Math performance. The CCLS task and the Math unit teachers will create, target grade level benchmarks that resemble the rigorous demands of grade level tasks on the Math exam.

Also, last school year, one of our CEP goals was to begin the creation of core subject Curriculum maps. This current school year we are continuing to create curriculum units, with rigorous revisions to the task section.

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.

A/B) Classroom teachers will:

- dissect the Math CCLS to create a grade level, CCLS aligned Math task (K-8)
- correlate the CCLS task to the corresponding Math unit
- create/revise Math unit to embed the Math CCLS task
- integrate the DOK levels into the task to increase the rigor
- create a grade level, CCLS aligned rubric
- provide written commentary/feedback on student work
- provide subgroups, such as ELLs and SWD, with targeted differentiated instruction

- attend and participate in professional development workshops to strengthen pedagogy
- revise previously created curriculums to reflect the increased rigor of the CCLS and DOK levels, on Rubicon Atlas
- Implement the tasks created as members of the STEM Grant

Students will:

- identify the criteria for the task
- explain the necessary steps to increase performance, using the rubric as a learning tool
- maintain an Achievement Portfolio

Administration will:

- provide sample tasks that are grade and standard aligned to classroom teachers
- assist and monitor classroom teachers in creation and implementation of rubrics
- assist classroom teachers in planning and implementation of the task
- support the work of consultants and network support specialists
- provide time during weekly inquiry meetings to discuss best teaching practices
- provide opportunities for staff to work with network support specialists to strengthen instruction
- attend professional development workshops provided by the network, CFN 204, and The Executive Leadership Institute (ELI)

** Workshops within the school will be facilitated by: Administration- Principal and Assistant Principal, and Core Inquiry Team members/facilitators (produced from programming- Friday weekly morning meetings, before the school day, and weekly assembly meeting periods, during the school day)*

C) Teachers will monitor and revise strategies/activities after assessing student performance of the Math task during:

- teacher-led inquiry teams: vertical grade teacher teams- weekly
- common planning within grade (K-5) or department (6-8)- weekly professional period
- a student non-attendance professional development day (SBO)
- two half-day, student non-attendance, professional development sessions in the Spring of 2012(SBO)
- monthly faculty conferences
- monthly grade conferences

D) Timeline for Implementation:

- September 2011: Teachers met in vertical teacher teams, within the department, to plan the new math curriculum unit with the embedded CCLS Math task. This included intense analysis of the CCLS, curriculum mapping and rubric creation.
- October: Teachers implemented the unit of study with students.
- November/December Task implemented with students, with a rubric followed by rubric-based teacher commentary.
- December/January: Teachers will analyze the students' work within the grade level, and then again vertically to notice patterns across all grades K-8. Simultaneously, teachers will reflect on rigorous best practices for teaching informational reading and writing and create a set of coherent practices that align with the CCLS vertically.
- February - June: Teachers will revise current units of study and embed the best practices with a direct connection to differentiation for meeting students' needs based on the assessment. Teachers will track progress and adjust plans and goals for student subgroups and targeted individual students during the course of the year. All units of study are being revised and recorded in Atlas. All units of study reference the CCLS.

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.

- We will provide the following materials and training to help parents work with their children to improve their achievement level in Math:
 1. Increase number of parents accessing ARIS parent link
 2. How to use teacher-created rubrics to support writing tasks at home and strategies for how to increase in level.
 3. Town Hall Meetings to unpack: CCLS and NYS Math Exam
- Increase the home-school partnership by:
 1. Ensuring that parents can effectively support and monitor their child's progress by sending home quarterly progress reports that describe in detail how their child is progressing- either on, below or above grade level benchmark.
- Provide assistance to parents in understanding City, State and Federal standards and assessments via:
 1. A presentation of CCLS FAQ's at PA Executive Board Meetings, Town Hall Meetings and School Leadership Team meetings.
 2. Access to view, on Atlas, curriculum maps by grade for each Math unit, including the new unit created to align with the CCLS task.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. These parent and school meetings are regularly scheduled, on a monthly basis. The meeting dates are public and posted on the school website www.psms219.org, on the paper calendar sent home to parents, and posted on the calendar in the school lobby.
 1. Administrators not only attend these committees, but are also members of these.
 2. Administrators provide ongoing professional development opportunities such as Teachers College, Columbia University Parents as Partners workshops offered twice a school year for parents to learn about their child's literacy learning and development.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
 1. Provide workshops about ARIS parent link
 2. Provide parent workshops based on the assessed needs of the students, for example content and strategies. Other topics will include: grade-level curriculum and assessment expectations.
- 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.

We are not hiring new teachers. As per our BEDs survey, we already have HQT across the grades and subjects.

Encourage teachers to set personalized professional goals See Goal #3: *Teacher effectiveness will improve by designing and providing an individualized professional development plan for each teacher (alignment to PPR goal #4)*

- Create Teacher-led inquiry teams (vertical) by subject (90% participation) that meet weekly, We have 90% participation in teacher-led Inquiry Teams
- Train the teams on how to examine the Math CCLS
- Provide workshops for teams to attend and in-house PD to analyze CCLS tasks
- Schedule teams to meet weekly during Common Planning to look at student work using protocols, design the task/rubric/unit, integrate the unit into the curriculum map, deliver the lessons, evaluate the task and reflect on the unit
- Build capacity within staff: Establish leaders and experts within a topic/subject/concept, etc.

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.
 - Before/After School Program Test Prep Academy
 - Winter, Mid-Winter and Spring Recess Academic Academy
 - ESL Sunrise Academy February 2012 to May 2012
 - QCC (CBO) Short Cycle Poetry Books Spring 2012
 - YMCA OST State Grant for After school programs
 - STEM Grant Classes and Workshops

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.
 - Common Planning, Circular 6 Professional Duties
 - Before/After School Program Test Prep Academy, Title I and Tax Levy Per Diem
 - Winter, Mid-Winter and Spring Recess Academic Academy, Title I and Tax Levy Per Diem
 - ESL Sunrise Academy February 2012 to May 2012, Title III
 - YMCA OST State Grant for After school programs, OST grant pending for 2012-2013
 - Title II STEM Grant

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.

Teacher effectiveness will improve by designing and providing an individualized professional development plan for each teacher (alignment to PPR goal #4)

By June of 2012, 100% of the teachers will have an individualized professional development plan. By June 2012, the staff will have completed 75% of the individualized professional development plan events. Each individualized PD plan will be designed to meet individual professional development needs to consist of PD experiences determined by, but not limited to, self-assessment, analysis of student performance data, and by school-based and NYCDOE expectations of teacher performance.

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 NYC School Survey reported that 27% of our teachers did not agree that the professional development they received that school year provided them with teaching strategies to better meet the needs of their students. In addition, 33% of teachers also did not agree that the professional development they received that school year provided them with content support in their subject area. Based on this data, along with conversations with teachers, analysis of student performance/progress by teacher, teacher self-assessments, and classroom observations conducted by administrators, it has become apparent that teachers need differentiated professional development. Even more so, with new technology resources such as ARIS, SESIS, Reading Tracker, ATLAS, Smart Boards, etc. comes a need for professional development.

Last schools year's CEP goal was that 100% of teachers would have the opportunity to participate in at least three professional development activities. This laid the foundation for coherence across the grades, PreK-8, and within the grades/departments in establishing school-wide goals around implementing the CCLS and curriculum maps. This school year, we must extend that goal; go deeper and to plan and provide more rigorous based on teacher need/interest.

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.

A/B) Teachers will:

- Provide input for planning individualized PD
- Set individualized PD goals
- Participate in on-site and off-site professional development activities
- Share information gained at conferences by submitting written notes and distributed handouts

- Integrate strategies learned into daily planning and instruction
- Modify instructional strategies based on student need and analysis of student work

TC Staff Developers and Other Participating Consultants/Presenters will:

- Model appropriate strategies in lab sites
- Support teachers in learning content knowledge and in planning
- Provide feedback to teachers
- Debrief with school administrators to plan for modified future school and teacher goals

Administrators will:

- Provide medium for harvesting teacher input for designing individualized PD plans
- Provide medium for planning and tracking teacher individualized PD plans
- Provide in-house PD that supports school's and teachers' goals
- Purchase 28 days of Teachers College staff development to include 2 staff developers assigned to specific clusters of teachers (K-2, 3-5, and 6-8) for ELA differentiated PD.
- Develop a schedule of cycles for TC staff development sessions that take into consideration the school-wide goals but also teachers' differentiated PD needs (for example: study group topics selected by teachers, one-on-one classroom visits and/or lab sites designed by need/interest, and selection of TC Calendar Day workshops at Columbia University)
- Support the work of TC staff developers by working with individual teachers on a consistent basis
- Develop a schedule to support this initiative, including times for collaborative meetings, lab sites, inter-visitations, study groups, grade level common planning meetings, and inquiry team meetings
- Turnkey knowledge learned at workshops
- Purchase resources that align with teachers' needs, goals, and interests

C) Teachers will monitor and reflect on their professional teaching effectiveness:

- During teacher-led inquiry teams
- During common planning periods
- During the two half-day, student non-attendance, professional development sessions in the Spring of 2012(SBO)
- During on-on-one conversations/meetings with staff developers, consultants, network support specialist, and/or school administrators

Teachers will keep a running log of workshop dates, titles, notes and handouts; complete PD interest surveys; and reflect on their growth.

D) Timeline for Implementation:

- Fall 2011: Teachers will complete PD surveys and create professional goals with administration and teacher teams. Administrators will analyze formal assessment data from the 2011 standardized ELA and Math NYS Exams to add input for areas of need. Administrators will conduct frequent short-cycles of classroom visits and instructional walkthroughs. TC Staff Developers will conduct professional development based on a continuation of needs assessed last school year, and this current school year.
- Winter 2011: Teacher input, Teacher goals, Teachers continue participation in differentiated PD sessions.
- Spring 2011: Teachers continue participation in differentiated PD sessions. Provide self-assessment for obtaining goals

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.
- Provide the training and conduct workshops to help parents understand the curriculum units students are engaged in (awareness of curriculum maps)
- Support school-level committees such as the PA and SLT:
 1. Discussions on unpacking the CCLS
 2. Presentations on the NYCDOE Instructional Initiatives for the 2011-2012 school year: Teacher Feedback and Literacy/Math Tasks
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
 1. Provide parents with resources to read (articles, books) or view (videos) about academic content to support their child's learning and monitor student progress- PD Resource Center

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 becomes highly qualified, in order to achieve this goal.

We are not hiring new teachers. As per our BEDs survey, we already have HQT across the grades and subjects.

Encourage teachers to set personalized professional goals-This is the Goal, #3: *Teacher effectiveness will improve by designing and providing an individualized professional development plan for each teacher (alignment to PPR goal #4)*

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.
- Network CFN204
- Teachers College Reading and Writing Project, Columbia University
- OELLS
- Queens College
- YMCA Grant Award pending
- Queens Botanical Garden
- Title II STEM
- NED Program
- NYC- PD, FD
- Office Of Youth Development
- CSE
- CSA ELI
- UFT Workshops
- ATLAS
- eChalk

- School Messenger
- DOE Assessment Team

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.

Per diem substitute coverage, per session and materials funding:

- Common Planning, Circular 6 Professional Duties (programming)
- Inquiry Teams (Programming)
- Title II STEM Grant
- ARRA RTTTL
- TL DY0
- TL Fair Student
- Title IIb Math/Science

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.

To build capacity within staff for identifying subgroups and improving the academic outcomes for subgroups.

By February 2012, staff will improve their ability to use data to identify subgroups, for the purpose of improving students' academic achievement. By June of 2012, staff will identify who is a subgroup, what is the need, plan for intervention/remediation/differentiation, deliver the focused differentiation, and assess outcome. Subgroups include but are not limited to: subgroups in our Progress Report, State Report Card, and as finely grained as groups of students in one class in one grade, and ethnicities, along with students who are ELLs, SWD, lowest third, at-risk, etc.

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.

Our 2010-2011 School Report Card and Progress Report revealed that the number of students performing at a level four dropped. Our student performance, level threes and fours in ELA and Math are not at an acceptable level, in the 61th percentile and 78th percentile. We must also maintain the level fours that we have and continue to improve the progress of our students performing at a level 1, 2 or 3 on the NYS assessments. In addition, students are either not reaching end of year grade level benchmarks or progressing rapidly enough on formal reading assessments (Fountas and Pinnell Running Records).

Our student demographic is very diverse. Out of 624 students, 89 are ELLs and 193 are SWD. Therefore, with diversity in student data and student demographic, purposeful grouping must take place. Although we meet NYS AYP, and we receive much of the extra credit for SWDs on the NYC Progress Report, we have to move more students.

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.

A/B) Teachers will:

- participate in "Common Vision" workshop to develop common lens of what subgroups are
- participate in "Common Vision" workshop to develop and/or deepen our common lens of what kinds of assessment can be used: Formative/Summative
- develop subgroups for their grade/content
- administer pre and post assessments

- conduct frequent, ongoing assessments
- evaluate/utilize results to design an instructional program that supports differentiation
- articulate with classroom teachers of ELLs and SWD to align and differentiate instruction
- utilize data from Interim Assessments, Predictives and ITAs, Formal Reading Assessments, standardized tests and unit/teacher assessments to form flexible group, that meet in cycles and rotate, to provide focused instruction
- utilize ARIS to obtain data, including the Item Analysis of the NYS ELA and Math Exam, Attendance Reports, and Performance Assessment Levels
- provide additional opportunities for reinforcement of concepts for at risk students in extended day
- assess literacy progress of their students
- organize data and create groups in ARIS
- analyze reading trends in Reading Tracker: Who has met their reading goal? Who is on, above, or below grade level reading benchmark?
- monitor progress of the students in the subgroups
- target students in grades K-3 who need targeted intervention to reach grade level benchmark and recommend them for LLI (goal is for students to exit primary grades reading on grade level so that upper grade teachers can focus on content)
- provide rigorous guided reading instruction using the *Fountas and Pinnell Literacy Continuum* to plan specific strategies with an embedded timeline for tracking student progress
- provide differentiated instruction for all ELLs: newcomers, beginners, intermediate, advanced, former ELLs
- attend professional development activities designed to enhance instruction and participate in collaborative teacher teams
- integrate technology that will assist subgroups, UDL
- provide differentiation based on interest: For example- Grade 6 and 8 mentoring (Channel 7, ABC and Bloomingdales)
- share experience of creating subgroups and subsequent intervention outcomes

Administration will:

- set aside funds for per diem costs for PD
- support teachers in identifying performance indicators students are deficient in as defined in the 2011 NYS ELA and Math Exam
- provide professional development opportunities for staff members in order to strengthen instruction
- provide opportunities for professional development
- schedule articulation and planning periods across graded
- unpack the School Report Card- by subgroups, cohorts, etc.

C) Teachers will monitor and reflect on their capacity for identifying subgroups and improving the academic outcomes for subgroups.

- During teacher-led inquiry teams
- During common planning periods
- During the two half-day, student non-attendance, professional development sessions in the Spring of 2012(SBO)
- During one-on-one conversations/meetings with staff developers, consultants, network support specialist, and/or school administrators
- Through pre-and post assessment records (student sample work/exams)
- Through analysis of conference notes and/or other record keeping systems

D) Timeline for Implementation:

- Fall/Winter/Spring:
 - Ongoing Weekly Meetings: Common Planning, Inquiry Team, Core Inquiry Team, Cabinet

- Faculty Conferences, Grade Level Meetings
- TC Staff Development/ Lab sites
- Off campus PD- Network, Office of OELs, TC

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.
- We will provide the following materials and training to help parents work with their children to improve their achievement level in core subjects:
 1. Questions to ask when reading just-right book levels; math strategies to ask when helping with homework; and conversation starters to use when helping child with writing assignments.
- Increase the home-school partnership by:
 1. Ensuring that parents can effectively support and monitor their child’s progress by sending home quarterly progress reports that describe in detail how their child is progressing- either on, below or above grade level benchmark.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
 1. Provide parent workshops based on the assessed needs of the students, for example content and strategies. Other topics will include: grade-level curriculum and assessment expectations.
 2. Access to Aris parent link: Data sources- Acuity Predictives/Reading Levels/Attendance
 3. Access to SBO who can provide materials and resources
- 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.
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Support school-level committees such as the PA and SLT:
 1. Presentations on the NYCDOE Instructional Initiatives for the 2011-2012 school year: Teacher Feedback and Literacy/Math Tasks
 2. Workshops on Middle School Organization Skills, homework help, using rubrics as a continuum for learning, the three factors that affect reading level and progress, use of technology and standards to measure student progress.
 3. Provide training and professional development for staff on how to present differentiation techniques to parents

Strategies for attracting Highly Qualified Teachers (HQT)

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

We are not hiring new teachers. As per our BEDs survey, we already have HQT across the grades and subjects.

Encourage teachers to set personalized professional goals See Goal #3: *Teacher effectiveness will improve by designing and providing an individualized professional development plan for each teacher (alignment to PPR goal #4)*

- Create Teacher-led inquiry teams (vertical) by subject (90% participation) that meet weekly, We have 90% participation in teacher-led Inquiry Teams
- Train the teams on how to examine the subgroups
- Workshops for teams to attend and in-house PD to analyze student work and all forms of formative assessments

- Build capacity within staff: Establish leaders and experts within a topic/subject/concept, etc.

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.

- Network CFN204
- Teachers College Reading and Writing Project, Columbia University
- OELLs
- YMCA Grant Award pending
- Title II STEM
- Office Of Youth Development
- CSE
- CSA ELI
- UFT Workshops
- DOE Assessment Team

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.

Per diem substitute coverage, per session and materials funding:

- Common Planning, Circular 6 Professional Duties (programming)
- Inquiry Teams (Programming)
- Title II STEM Grant
- ARRA RTTTL
- TL Fair Student
- Title IIb Math/Science
- Title III for ESL teachers

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A				
1	28	24	N/A	N/A				
2	30	23	N/A	N/A				
3	37	30	N/A	N/A	10			
4	24	24			12			
5	25	25			12			
6	38	38						
7	36	36						
8	32	32						
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>1. Students in grades K-3 who require Academic Intervention Services are provided with instruction via Fountas and Pinnell’s Leveled Literacy Intervention System (LLI).</p> <p>The Leveled Literacy Intervention System (LLI) is a structured small-group (three to four students), supplementary intervention program designed for young children who struggle with reading and writing and who need intensive support to achieve grade-level competency.</p> <p>Students meet daily, during the school day, for 30 minutes with the LLI teacher/specialist, until he or she meets grade-level performance, which is an average of 18 weeks.</p> <p>2. Tier I Intervention-Differentiated instruction in English Language Arts is provided in all classes based on ongoing assessments. Grades K-8, All students, including ELLs and SWD: Guided Reading and Small Group Strategy Lessons; ELLs: <i>Mondo Let’s Talk About It</i>- Oral Language Development Program.</p> <p>Students not benefiting from Tier I intervention are recommended to the PPC for further services.</p> <p>3. Extended day program- Grades 1-8 (10:1, 5:1 ratio): Teachers provide 37 ½ minutes small group instruction for at risk students, Monday- Thursday, after school.</p> <p>4. Teachers provide students in grades 3-8 who are at risk of not meeting the CCLS in ELA with additional Test Preparation Sessions designed to help prepare for the ELA NYS Exam during the Test Prep Academy two days a week, for an hour a day, from late winter to early spring. This includes all students, including ELLs and SWD.</p>
Mathematics	<p>1. Tier I Intervention –Differentiated instruction in Mathematics is provided in all classes based on ongoing assessments. This includes flexible strategy groups based on assessed needs, by topic.</p> <p>Students not benefiting from Tier I intervention are recommended to the PPC for further services.</p> <p>2. Middle School teachers of mathematics provide additional (2-3) math periods with differentiated strategies for at-risk students in 12:1 classes two periods per week.</p> <p>3. Extended day program- Grades 1-8 (10:1, 5:1 ratio): Teachers provide 37 ½ minutes small group instruction for at risk students, Monday- Thursday, after school.</p>

	4. Teachers provide students in grades 3-8 who are at risk of not meeting the CCLS in Math with additional Test Preparation Sessions designed to help prepare for the Math NYS Exam during the Test Prep Academy two days a week, for an hour a day, from late winter to early spring. This includes all students, including ELLs and SWD.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselors	<p>School counselors including Project 25 Counselor, provide guidance and counseling services during the school day on an as-needed basis to assist students in dealing with personal issues including school, friends, and family situations.</p> <p>The programs for AIS support provided by the guidance counselors include:</p> <ul style="list-style-type: none"> • social skills • early intervention- drugs and alcohol • anti-bullying campaign • character development • self esteem building • team building • peer mediation • conflict resolution • community service activities <p>All of the above programs are provided to students in small group sessions during the day</p> <p><i>* The following are whole class lessons implemented by the Project 25 Counselor:</i></p> <ul style="list-style-type: none"> • 1st Grade- Safety Lessons • 2nd Grade- Bullying Lessons • 3rd Grade- Character Education Lessons • 4th Grade- Drug and Alcohol Lessons • 5th Grade- Life Skills/Decision Making Lessons • 6th-8th Grade- Drug Prevention/Violence Prevention Lessons
At-risk Services provided by the School Psychologist	<p>The programs for AIS support provided by the school psychologist include:</p> <ul style="list-style-type: none"> • understanding self and developing a positive self image • showing respect for the feelings of others

	<ul style="list-style-type: none"> • understanding the decision-making process • coping with divorce • coping with the death of a loved one <p>All of the above programs are provided to students in either an individual basis or in small group sessions during the day, on an as-needed basis or as per mandated on the students' IEP.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The Social worker assists students on an as-needed basis. The school social worker provides services prior to formal evaluations. The School Based Support Team meets once a month to discuss progress of students, referrals, and create a plan of action for individual students.</p> <p>The programs for AIS support provided by the social worker include:</p> <ul style="list-style-type: none"> • interpersonal relationships • developing self-esteem and self-discipline • conflict resolution • dealing with crisis situations- Coping mechanisms • maintaining effective relationships with peers and adults <p>The social worker also provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers. Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by the student's IEP.</p>
<p>At-risk Health-related Services</p>	<p>Health related services are offered during the school day on an as-needed basis to assist students in learning how to cope with health related issues such as asthma, diabetes, obesity, etc.</p> <ul style="list-style-type: none"> • Open Airways Asthma Program- Grades 3-5: Two homeroom classes a year, a total of 12-14 students annually participate in a series of six lessons- Two lessons a week, for three weeks • Health Options and Physical Activity Program (HOPS): Grades K-8: Awareness of obesity program

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Charles Amundsen/Diane Foley	District 25	Borough Queens	School Number 219
School Name Paul Klapper			

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

Principal Fred Wright	Assistant Principal Marlin Vellon
Coach type here	Coach type here
ESL Teacher Qi Tang, David Rangel	Guidance Counselor April Mavrovitis
Teacher/Subject Area	Parent Lilian Young
Teacher/Subject Area type here	Parent Coordinator Janet Ardezzone
Related Service Provider type here	Other Efrosina Bezhani (ESL)
Network Leader	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	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	630	Total Number of ELLs	90	ELLs as share of total student population (%)	14.29%
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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. ELL students are identified through processes as outlined by the NYCDOE. Families of all incoming students are required to complete the HLIS. When a new admit deemed potential ELL enters, our three ESL teachers Ms. Tang, Mr. Rangel, or Ms. Bezhani are notified. The ESL teacher conducts the HLIS interview with parent/guardian in home language. When the HLIS is started, we determine if a greater understanding would be possible through interpretation. If needed, we contact translation services at (718) 752-7373. An oral interview is also conducted with the child. The HLIS is only evaluated by a licensed pedagogue- an ESL teacher. We then identify if student takes LAB- R. If student speaks Spanish, we also administer Spanish LAB. We LAB- R students prior to Parent Orientation. We conduct the LAB-R within 10 days of child entering system. During the spring term of the school year, we prepare all ELL students for the NYSESLAT. The ESL department confirms who is eligible by comparing our attendance and data reports to the RLER report on ATS. We then create a schedule across the testing window. Annually our ELLs are assessed using the NYSESLAT. We use the results, in combination with other sources of informal assessments, to plan for instruction that targets areas of need. We analyze the growth across the components- listening/speaking and/or reading/writing.

2. To ensure that parents understand all three program choices, the ESL teachers and Assistant Principal conduct parent orientations in the beginning of the year, during the day and in the evening- during September's Meet the Teacher Night. Additional times are added in the beginning of the year to accommodate for parents. Throughout the year, we conduct the parent orientation on a one to one basis as necessary when a new admit arrives. If a parent does not attend the orientation, we frequently call and mail an invitation letter until we receive a response, We show the video to parents in their home language. We discuss the three options of programs- Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents complete "Parent Survey and Selection Form" in appropriate home language. If parents choose an option that is not available in our school, we explain to the parent that this school does not offer that program and let them know of schools in the area that do offer the program. Parents may choose to keep the student in our school and select their choice as ESL Program on the form or choose to send child to another school. We tally the number of parents who want a program other than ESL, which is what we offer, so that if the numbers grow to the designated number, we can provide one of the two other programs.

3. The method of ensuring that the entitlement letters, parent surveys and program forms are as follows: Entitlement letters are sent home to parents in the students' book bags. The Parent Survey and Program Selection Form are collected from parents immediately after they view the video about program choice during the orientation. If parents do not attend the parent orientation, we continue to call them and send letters home until we get a response.

4. Once a child has taken the LAB-R, the parent has attended the parent orientation and has selected their program of choice, we assist them accordingly. For example, if they choose either DL or TBE, and we do not have enough students to create that kind of program, we share with parents a list of neighboring schools that do offer the program of choice. Parents are consulted in their native language. If parents decide to remain at PSMS 219 and select the ESL program, we create a schedule for the child where they receive their mandated weekly minutes of service.

5. After reviewing the Parent Survey and Program Selection forms, the trend in program choice that the parents have requested is Freestanding English as a Second Language (ESL). For example, thus far this 2011-2012 school year, 100% of our newly admitted families chose to stay at PSMS 219 and participate in our ESL program. This trend has been tracked for a number of years. For

example, last school year, 15 out of our 15 new admit parents selected ESL and this school year 19 out of 19 parents of our new admits selected ESL.

6. The program models offered at our school are aligned with parent requests. We offer an ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		1												1
Push-In	11		8	6	8	4	9	4	2					52
Total	11	1	8	6	8	4	9	4	2	0	0	0	0	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	27
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

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

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	
Dual Language										0
ESL	82	1	23	7	0	3	1	0	1	90
Total	82	1	23	7	0	3	1	0	1	90
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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		2	1	3	7		4	1	1					19
Chinese	16	10	9	4	4	2	6	4						55
Russian	1				1									2
Bengali														0
Urdu	1				1	1								3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		4	1	1	1	2	2							11
TOTAL	18	16	11	8	14	5	12	5	1	0	0	0	0	90

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?

1a: We currently have 90 ESL students in grades K-8. All of our ESL students in grades K, and 2-8 are serviced through ESL Push-In model. Our first grade ESL students are serviced via a self-contained ESL model.

1b: PSMS 219 has two ESL teachers that follow a Free Standing ESL program and one ESL teacher that follows the self-contained ESL program. The program models when students are serviced follow heterogeneous styles, depending on their NYSESLAT modality analysis. Data is used to form groups and inform instruction.

2a: The three ESL teachers provide the mandated instructional minutes for ELLs. Two of the ESL teachers service 75 ELLs via push-in and one of the ESL teachers services 15 first grade ELLs via self-contained ESL instruction, as their sole classroom teacher. The mandated instructional minutes for ELLs who are at the beginning and intermediate proficiency level receive 360 minutes per week as required under the CR-154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes of instruction. In addition to the mandated services, there is an extended day period which supports selected ELLs Mondays through Thursdays. In addition, students that need additional support are provided with SETSS services, Guidance, Speech, and Leveled Literacy Intervention (LLI). Lastly, we offer a sunrise program with additional time to prepare ELLs for the NYS ELA and Math exams as well as the NYSESLAT. Explicit ELA, ESL, and NLA instructional minutes are delivered via a combination of the ESL teacher, common branch classroom teacher, and content area teachers.

3: All instruction is provided in English, incorporating the four modalities: Listening, Speaking, Reading, and Writing. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. In all grades a Balanced Literacy program is implemented where ELLs are supported as they read “just right” books, receive small group instruction based on need and confer on a regular basis with teachers. In science and social studies our newly arrived Middle School ELLs are supported in the content areas through the use of lower level materials to teach content. Peer tutoring is available as students are assigned buddies who speak their native language on an as needed basis. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on materials to build concepts. These methods have been found to increase proficiency for our ELL students.

4. After analyzing the home language, we ensure that ELLs are appropriately evaluated in their native language by providing them with translated exams on the NYS Math Exam and/or providing them with native language/bilingual dictionaries and pictionaries.

5a: We differentiate instruction for ELL subgroups. The ESL teachers who work with our SIFE students will use a variety of manipulatives and visuals to enhance comprehension during the instruction time. For example, we use technology such as Leap Frog listening stations to provide reinforcement of language acquisition. In addition, we use strategies from Fountas and Pinnell's Leveled Literacy Intervention

A. Programming and Scheduling Information

(LLI) system to provide for SIFE students the foundational skills learned in the primary grades.

b: With ELLs less than three years, basic conversational skills as well as concepts of print and literacy will be addressed. PS/MS 219 adopts a push-in model of instruction for most of the ELLs. The ESL teachers and the classroom teachers work together in delivering the same content and following the Teachers College workshop model. Additional materials include shared reading materials from MONDO, the Let's Talk About It Kits as well as the Let's Sing About Kits. Even more so, we are supporting a portion of our newcomers population by creating for the first time in PS/MS 219 history, a self-contained first grade class. The ESL licensed teacher will scaffold students with ESL methodologies and provide rigorous balanced literacy instruction. We frequently informally assess our students not only because it informs our teaching but because after one year, ELLS take the ELA exam. Therefore, we provide ELLs with multiple opportunities such as those previously described- sunrise program, extended day, LLI, etc.

c: Data shows that four to six year ELLs in our school are for the most part either advanced or proficient in listening/speaking and reading/writing. Therefore, teachers will continue to scaffold the language and use a variety of graphic organizers to assist the students with their accountable talk and writing. In addition, these students will receive support in the writing process as well as in the qualities of good writing, in ways that lift the level of their writing across grade/common core aligned benchmarks. Materials include the MONDO graphic organizers from the Now I Get It series as well as reading small groups created via the use of the Fountas and Pinnell Literacy Continuum.

d: We currently have one Long-term ELL. When assessing data, the struggle lies in reading and writing. We will provide LTEs with explicit verb and adjective usage in writing along with content/craft support. We will use the MONDO Now I Get It series to supplement the balanced literacy components, including writer's workshop. In addition, pre-writing activities that build background knowledge will also be implemented.

6. ELL SWD students in restrictive settings (either self contained special education classes or ICT) will receive additional ESL support via push-in. Licenced ESL teachers will co-teach and support the core curriculum. In addition, we will utilize lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives. Short nonfiction texts such as Time For Kids will be used to support content area knowledge. This in combination to texts used in content area classes, will support the informational texts task which is the DOE's current instructional initiative.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL SWDs within the least restrictive environment in a variety of ways. For example, ELL SWDs participate in the same opportunities/programs and use the same materials as non ELL SWD students. Also, teachers of ELL SWDs attend/participate in professional development sessions that provide them with the appropriate resources to best teach their students. For example, a number of our TC labsites and meetings center around teaching strategies for ELL SWDs. Lastly, our related service providers work in conjunction with the ESL teachers to support the classroom teachers of ELL SWDs.

Courses Taught in Languages Other than English ⓘ

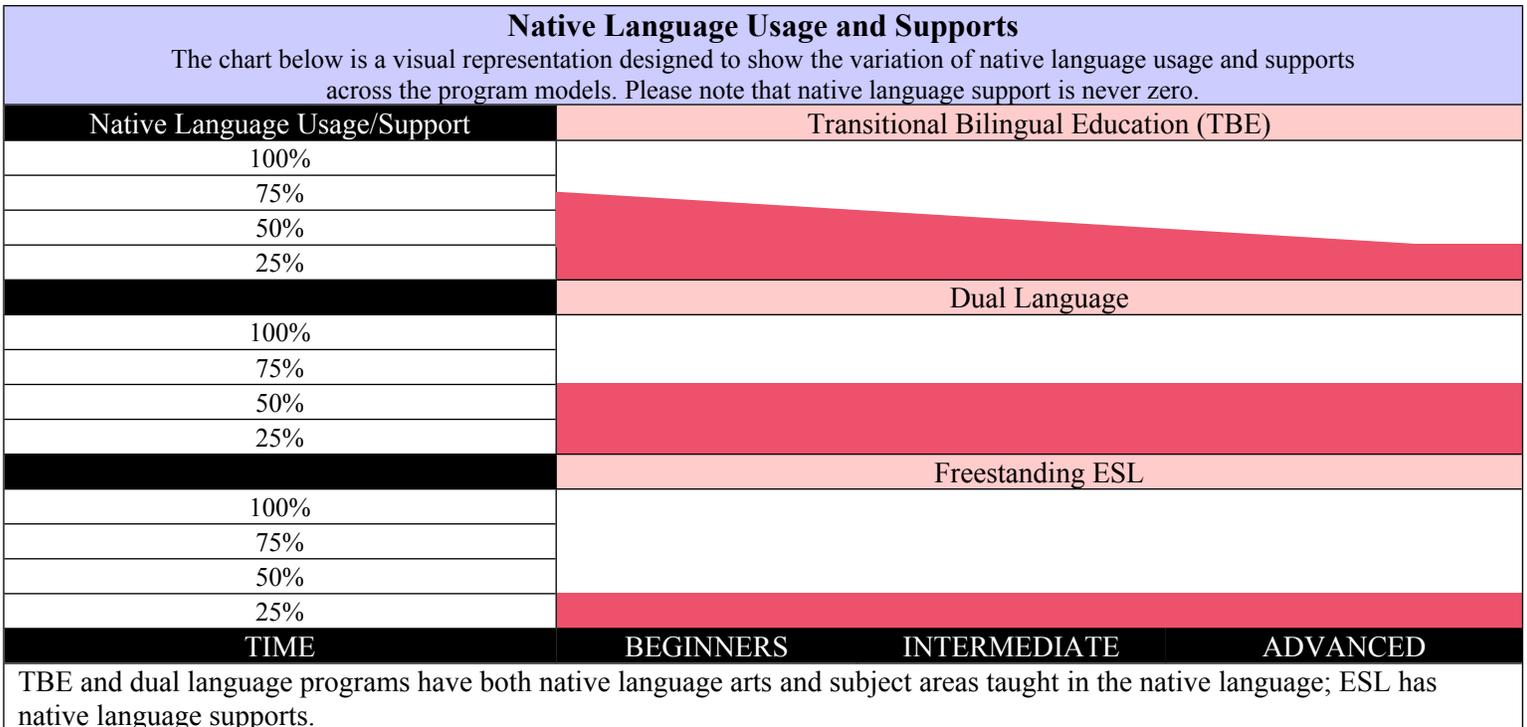
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

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. The intervention for ELLs in ELA, Math and other content areas require the use of both the push-in/pull-out model. The ELLs study the same materials with additional support in language development focusing on vocabulary. Strategies such as juicy sentences will be used to help ELLs in building comprehension on the content material. Middle School newcomers occasionally participate in pull-out services to provide an extra layer of vocabulary introduction, background knowledge, and planning tools that will transfer to the content area subjects.

9. ESL teachers will provide PD for the classroom teachers of ELLs reaching proficiency on the NYSESLAT, to assure that they receive continuing transitional support. The transitional support for ELLs reaching proficiency on the NYSESLAT will focus on the production of language both in verbal and written form. Teachers will use visuals and understanding of juicy sentences to support students' knowledge of the main academic content. Teacher's materials include a wide range of print, and visual resources designed for increasing English language proficiency. Language functions and instructions are taught within the context of the lesson. Students will also still be provided with native language supports, as needed. Also, as mandated by the DOE, former ELLs will receive testing accommodations for two years.

10. This year, we will continue to improve the push-in model that we implemented last school year. We will enhance our collaboration with the general education and special education teachers. Similarly, this year we will try to implement the co-teaching ESL model in our push-in model. One new program this upcoming school year is our first grade self-contained ESL class. We are very excited to support our primary ELLs this way.

11. N/A

12. ELLs are afforded equal access to all school programs. They are a part of all instructional periods and school events, since we limit the periods of pull-out services. Supplemental services offered to ELLs is Extended Day, sunrise test prep academy, and leveled literacy intervention (LLI).

13. Some instructional materials being used to support ELLs include: Columbia University Teacher's College reading and writing workshop models as well as English at Your Command. In addition, Leap Frog technology such as leapsters and listening centers along with interactive Internet sites support our ELLs.

14. Native language support is provided for ELLs in our school. Our school library contains many trade books in a variety of languages for our students. Students have access to native language/bilingual dictionaries and dual language texts. Standardized tests are provided in a variety of languages and translators have been hired to assist with testing. Our ESL teachers are fluent in Chinese, Greek and Spanish.

15. The ESL teachers provide age appropriate materials depending on the ELL's grade level and abilities.

16. Parents who bring their children to register meet the ESL teacher and are provided assistance through translation as needed. Newly enrolled ELL students also go on a tour of the school and see first-hand all of the experiences they will receive.

17. PS/MS 219 does not currently offer a language elective to ELLs, or any other non-ELL student.

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.

1/3. All ELL personnel at PSMS 219, including teachers of ELLs and paraprofessionals, will receive in-house PD as well as off-site PD opportunities. Structured professional development sessions and workshops will be provided by the OELL, the CFN network 204 ESL specialist, BETAC, our three licensed ESL teachers, administrators, Teachers College staff developers, Aussies and consultants. Topics include, but are not limited to academic language of science and math teachers of ELLs, developing academic language for algebra teachers of ELLs, and NYSESLAT PD. Topics of discussion will include differentiation as well as instructional methods that support ELLs across each of the stages of language development. Classroom teachers and paraprofessionals will also be provided with structured PD/workshops designed to develop strategies to modify instruction in the content areas and to develop vocabulary and improve comprehension. Professional texts related to ELLs will also be used in staff development sessions, study groups and inquiry teams. These add up to a minimum the 7.5 hours of ELL training for all staff. We are also this year offering teachers with the opportunity to attend an ITI (Intensive Teacher Institute) for ESL certification, at participating universities. A log of professional development is maintained by the ESL supervisor, which includes the table of organization, and a sampling of agendas from workshops with dates and topics. Specific dates and topics include: 10/17/11- TC: Thinking across the year with an eye to supporting English Language Learners; 11/3/11- Response to intervention (RTI) What RTI really means for your teaching; 11/28/11- Tap the power of Paraprofessionals and teaching assistants to support small group work in reading/writing/learning (ELLs); 12/12/11- Accountable talk and accountable writing; 1/6/12- Small group reading instruction is extremely supportive for our students with IEPs (and ELLs); 1/10/11- Mastering conventions need not be painful. Also, cycles of TC staff development for grades K-2, 3-5 and 6-8 will provide lab sites to specifically support ELL teachers. 11/8/11- ELL K-12 Literacy Conference: From theory to practice- ELLs and the Common Core Standards. As workshops arise from the Office of ELLs and our network, we attend.

2. Since we are a K-8 school, we have our students across the transition to middle school grades. This allows us to align our literacy PD for teachers to support our current ELLs, our transitioning ELLs and our newcomers. Furthermore, one Teachers College staff developer services grades 3-8, and builds in support to staff to assist ELLs as they transition from fifth to sixth grade.

E. Parental Involvement

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

1. Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November and March, Monthly Parent Association meetings (the first Wednesday of the month), individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies, October- PA event: Harvest Night and November- PA event: International Night. Future PA events TBA.

2. At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).

3. We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.

4. Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our parent coordinator provides it via Crossroads Cafe, English Language Learner Classes. We also partner up with the Learning Society who also provides free adult ESL classes. Similarly, phone messages and letters home are translated, which parents requested. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents

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4. Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our parent coordinator provides it via Crossroads Cafe, English Language Learner Classes. We also partner up with the Learning Society who also provides free adult ESL classes. Similarly, phone messages and letters home are translated, which parents requested. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.

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)	18	8	1	4	1	1	2	1	0					36
Intermediate(I)	0	5	2	1	7	1	3	2	1					22
Advanced (A)	0	3	8	3	4	2	7	2	0					29
Total	18	16	11	8	12	4	12	5	1	0	0	0	0	87

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	4	2		10
5		2			2
6	2	7	1		10
7	4	1			5
8		1			1
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	2		5		4				11
5	1				2		1		4
6	1		2		6		3		12
7			1		4				5
8									0
NYSAA Bilingual Spe Ed			1						1

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Our school uses the Fountas and Pinnell assessment tool to assess the early literacy skills of our ELLs. The data, which includes running records and concepts of print, provide insight into our ELLs reading accuracy, fluency and comprehension. The miscue analysis informs instruction. For example, in the child's reading, I noticed that the child had difficulty with the letter 't'. I noticed that the child had difficulty with the letter 't'.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PSMS 219 Paul Klapper		School DBN: 25Q219	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fred Wright	Principal		10/17/11
Marlin Nunez	Assistant Principal		10/17/11
Janet Ardezzone	Parent Coordinator		10/17/11
Qi Tang	ESL Teacher		10/17/11
Lilian Young	Parent		10/17/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
April Mavrovitis	Guidance Counselor		10/17/11
	Network Leader		1/1/01
	Other		1/1/01
David Rangel	Other <u>ESL Teacher</u>		10/17/11
Efrosina Bezhani	Other <u>ESL Teacher</u>		10/17/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 219

School Name: PS/MS 219 Paul Klapper

Cluster: 2

Network: 204

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.

Staff use ATS home language reports, the RLER report, and the home language survey results to identify languages spoken at home and by the parents. We also evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE's Parents' Preferred Language Form. Staff and the parent coordinator assist in this.

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

We have found that we need both oral and written translation services in multiple languages. The predominant languages identified as a result of the needs assessment are Chinese and Spanish. Other languages include Pashto, Urdu, Russian, and Farsi. We reported the findings to the school community through the actions that we took to assure that our school's translation and oral interpretation needs were met. For example, we prioritize contractor funds for the Fall and Spring Parent Teacher conferences by hiring translators of the two major languages, Chinese and Spanish. We also provide the DOE's translation unit interpretation number to all staff members, to use on an as need basis. We provide written translation as well for the majority of our written memos through in-house translation; the turn around time requirements for larger document translation is cost prohibitive and is difficult to plan for. We rely on DOE provided translations for documents such as Kindergarten registration and high school choice for example, as accessed on the DOE website. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages which we use during assemblies, workshops and meetings. We also notify classroom teachers and service providers of students' native language history along with the parents' preferred language of communication.

Part B: Strategies and Activities

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

We provide written interpretation needs in the following ways: As funds permit, outside contractor Spanish and Chinese, additional Spanish, Russian, and Chinese by in-house staff.

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.

We provide oral interpretation needs in the following ways: as funds permit, Fall Parent Teacher night- outside contractor Spanish and Chinese, additional Spanish, Russian, and Chinese by in-house staff. When parents come to the office we use in-house staff in the languages listed above or we use the telephone service by the DOE translation 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>.

We meet all the Chancellor's Regulations for A-663 by providing timely translations for parents to enable them to have access to the same information as English speaking parents by utilizing staff, DOE publications such as the Blue School Code of Conduct, DOE translation services, Title III funds to pay for outside contractors, simultaneous transmitters for our meetings such as PA and Town Hall meetings. When time and service permit we supplement our translations on our website. We also provide web-hosted sites for parents to utilize on their own. In addition, we post documents such as the Parents Bill of Rights and The 2011- 2012 NYC Family Guide on the school website, www.PSMS219.org for all parents to access. Translation signs and notices are posted in the lobby, by the main entrance, in the main office and in the parent coordinator's office.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/MS 219, Paul Klapper	DBN: 25Q219
Cluster Leader: C Amundsen	Network Leader: Diane Foley
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 89 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Before School Program: Students attend the school's traditional "Sunrise Academy" for ELLs. This program supports language development in English and Native Language instruction. The program also provides test sophistication for the NYSESLAT. Grades K-8. Duration 10 weeks. Three teachers. Materials: NYSESLAT Test Prep publications.

After School Program: Students will attend the "Chinese Culture" program. This program supports Native Language, Culture (Art, music, and food), and Chinese Language. Grades Levels 4-8. Duration 10 weeks. One teacher.

Other- Winter 2 days, Mid Winter 2 days, and Spring Recess 3 days, Academic Academies: Students will attend recess programs. This program supports high academic achievement in Math, and/or other core academic areas. Grades 3-8. Two teachers. Materials: "Just Right Books," Rally Test Prep, NYReady Test Prep, MONDO kits.

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: All three teachers participate in weekly Common Planning with classroom teachers, weekly Inquiry Team meetings, Teacher College staff development/lab sites, and Network CFN 204 ESL instructional workshops. Topics: include meeting CCLS, performance assessments/tasks, rubrics, and analysis of student work. Providers: Network Specialists, AP, OELLS, and Teachers College staff developers.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November and March, Montly Parent Association meetings (the first Wednesday of the month), individual meetings concerning their child’s progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies, October- PA event: Harvest Night and November- PA event: International Night. Future PA events TBA.

At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).

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Note: "Town Hall" style meetings utilized simultaneous translators for Spanish, Chinese, Arabic and Russian speaking parents. Translators used for Parent Teacher Conferences.

Part E: Budget

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

Allocation Amount: \$

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		