



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LYNDON BAINES

JOHNSON _____

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

____27Q223_____

PRINCIPAL: ____DEBORAH OTTIO_____

EMAIL:

DOTTO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: ____MS. MICHELLE LLOYD-

BEY _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deborah Otto	*Principal or Designee	
Sandy Wilks-Duplan	*UFT Chapter Leader or Designee	
Shelly Harrington	*PA/PTA President or Designated Co-President	
Diane Thomas	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bilal Kareem	Member/ Parent	
Stacy Williams	Member/ Parent	
Cassandra Kamdar	Member/Parent	
Breina Payne	Member/Parent	

Janis Roderick	Member/Staff	
Patricia Dyer	Member/Staff	
Ethel Williams	Member/Staff	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, students will demonstrate progress towards achieving state standards as measured by a 2% increase on the NYS 2012 ELA Assessment

Comprehensive needs assessment

After analysis of the data on the NYS ELA assessment over the past two years, a decrease of 28 percentage points was noted. We have therefore made this a priority.

Instructional strategies/activities

- **Balanced Literacy will be utilized for Grades 3-5**
- **Extended Day (37.5 minutes) three times a week to support students in grades 3-5**
- **Additional pull out small group AIS will take place during the school day**
- **Teachers will collaboratively plan literacy instruction based on analysis of student data**
- **Fountas and Pinnell Benchmark assessments, ELA scores, and teacher observations will be utilized to create differentiated grouping and instruction**
- **Curriculum maps will be created aligning instruction both horizontally and vertically incorporating CCLS**
- **Individual student goals will be created based on the data from the Fountas and Pinnell Benchmark assessments in October, January and May and teacher created assessments**
- **Fountas and Pinnell Intervention Kits will be used in grades 2- 3 to support students**
- **Professional development will be given in effective questioning techniques, UDL, aligning CCLS to lesson design, providing feed back to students, and using data for differentiated lesson planning**
- **Interclass visitations with peer feed back**
- **Running records will be utilized to monitor Reading accuracy and comprehension**
- **Utilize the Saturday and after school programs to target the Literacy needs of the participating students**
- **Study Island will be accessed by all students at school and at home**

Target population: Students in Grades 3 - 5, including Special Education and ELL

Responsible Staff Members: Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, educational assistants

Timeline: 2011-2012 school year

Steps for Including teachers in the decision-making process

- Teachers will meet in grade level and cross functional teams to review student data gathered from periodic assessments and teacher assessments and plan lessons accordingly
- Teachers will benchmark students , analyze results and put into place additional programs or practices to increase student performance
- Results from Fountas and Pinnell assessments in October, January, and May will be used by teachers to address student needs.

Strategies to increase parental involvement

- Parent Coordinator and other staff will attend regularly scheduled PTA meetings to share information and answer parents' questions
- Families will be encouraged to read together through the Families Read Every Day program (FRED)
- Book Buddy Program in grades K-4 (parents and students read a book and respond together in a notebook. The notebook goes home to the families of all member of the class
- Workshops will be held to inform parents about the New York State ELA assessments and how they can work with their children to improve their ELA learning and skills
- Parent training on how to use ARIS

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly- qualified teachers
- The secretary will work with the network HR point to ensure that new teachers meet all required documentation and assessment deadlines
- Mentors are assigned to support new teachers

Service and program coordination

- The school has an OST (outside of school) program Monday through Friday providing academic support to students as part of the program
- Network support is given throughout the year (CEI-PEA CFN 51)
- Jamaica Hospital is housed in the building

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Teacher per session
- Supervisor per session
- Professional development

- Professional instructional materials to support curriculum development during the regular school day
- Instructional materials
- Consumable materials

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, students will demonstrate progress towards achieving state standards as measured by a 2% increase on the 2012 NYS Math Assessment

Comprehensive needs assessment

After analysis of the data on the NYS Math state assessment over the past two years, a decrease of 40 percentage points was noted. We have therefore made this a priority.

Instructional strategies/activities

- Teachers will be Professional Development on the new Math program, enVision Math will be ongoing throughout the year
- Teachers will collaboratively plan math instruction based on analysis of student data of formal and informal assessments
- Teachers will meet to examine the enVision Math Checklist to identify areas of student strength and weakness
- Utilize Study Island as an instrument to identify student strengths and needs
- Develop individual student goals based on assessments
- Study Island will be accessed by all students at school and at home
- Utilize the Extended Day (37.5 minutes) for targeted students
- Utilize the Saturday Program to target the Math needs of the participating students
- Utilize ARIS resources for small group instruction
- Utilize Math sophistication materials:
 - CAMS - Comprehensive Assessments of Mathematics Strategies
 - STAMS - Strategies to Achieve Mathematics Success
 - Ladders to Success - Coach series
 - N.Y.S. Mathematics - Continental Press

- **New York Math Problem Solving - Open Ended Questions**
- **Mathematics - Skills, Concepts, Problem Solving**

Target population: Students in Grades K-5, including Special Education and ELL.

Responsible Staff Members: Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, educational assistants.

Timeline: 2011-2012 school year.

Steps for Including teachers in the decision-making process

- **Teachers will meet in grade level and cross functional teams to review student data gathered from periodic assessments and teacher assessments and plan lessons accordingly**
- **Teachers will benchmark students , analyze results and put into place additional programs or practices to increase student performance**
- **Teachers will align the Envision math series to the CCLS ensuring all material necessary for the state exam is covered**

Strategies to increase parental involvement

- **Parent Coordinator and other staff will attend regularly scheduled PTA meetings to share information and answer parents' questions**
- **Workshops will be held to inform parents about the New York State Math assessments and how they can work with their children to improve their Math learning and skills**
- **Parent training on how to use ARIS**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Administrative staff regularly attends hiring fairs to identify and recruit highly- qualified teachers**
- **The secretary will work with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines**
- **Mentors are assigned to support new teachers**

Service and program coordination

- The school has an OST (outside of school) program Monday through Friday providing academic support to students as part of the program
- Network support is given throughout the year (CEI-PEA CFN 51)
- Jamaica Hospital is housed in the building

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Teacher per session
- Supervisor per session
- Professional development
- Professional instructional materials to support curriculum development during the regular school day
- Instructional materials
- Consumable materials

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012 , there will be a 3% increase of positive responses regarding student behavior and school discipline on the School Learning Survey

Comprehensive needs assessment

After analysis of the 2010-2011 Learning Survey, a decrease in the area of Safety and Respect was noted. As a result we have begun implementation of Positive Behavior Interventions and Supports (PBIS)

Instructional strategies/activities

- Adoption of the PBIS behavior modification program
- School leaders will emphasize and reinforce relevant rules and procedures throughout the school year
- Teachers in grades PreK – 5 will engage in professional development around the implementation of the PBIS program
- Goals of PBIS: establish positive social culture
improvement in school-wide and classroom student behavior
active participation of families, students and teachers

- **Home/School Connection Newsletter sent home**
- **Parent Workshop at the Fall PTA Meeting to introduce the PBIS program**
- **Expectations will be modeled, demonstrated and role-played**
- **Expectations will be evident in the hallway, bus, playground, restrooms, arrival/dismissal and cafeteria**
- **There will be a Character Education Period for Grades 2-5 given by the Guidance Counselor and Social Worker**
- **Development of a school motto – “Great Expectations: The Pursuit of Excellence”**
- **Daily school affirmation recited: No Hill is too High by Adrienne Sealy**
- **PBIS Committee formed – 6-8 members**

Responsible Staff Members: Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational Assistants, parent coordinator.

Target population: Students in Grades PRE-K - 5, including Special Education and ELL.

Timeline: 2011-2012 school year.

Steps for Including teachers in the decision-making process

- **Teachers researched different programs to find the program that would fit the needs of our school**
- **Teacher teams will develop school wide expectations for behavior in the classroom, hallway, cafeteria, auditorium, schoolyard, bathrooms**
- **Open PBIS meetings will be held bi-monthly to evaluate the program and develop next steps**

Strategies to increase parental involvement

- **Home/School Connection Newsletter sent home**
- **Parent workshops will be given to inform parents of PBIS**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Administrative staff regularly attends hiring fairs to identify and recruit highly- qualified teachers**
- **The secretary will work with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines**
- **Mentors are assigned to support new teachers**

Service and program coordination

- The school has an OST (outside of school) program Monday through Friday will support PBIS
- Network support is given throughout the year (CEI-PEA CFN 51)
- Jamaica Hospital

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Teacher per session
- Supervisor per session
- Professional development
- Professional instructional materials to support curriculum development during the regular school day
- Instructional materials
- Consumable materials

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.

- 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	20	20	N/A	N/A	0	0	5	0
1	20	20	N/A	N/A	2	0	19	0
2	25	20	N/A	N/A	0	0	15	0
3	50	75	N/A	N/A	3	0	25	0
4	65	68	0	0	6	0	25	0
5	82	71	0	0	0	0	24	0
6								
7								
8								
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> ● Small group pull out (during the day) ● Extended day (371/2 minutes) ● Afterschool (3x week) ● Saturday school ● Fountas /Pinnell Intervention Program ● Lunch and Learn ● Coach, Coach Progress, i-Ready, Test Ready, Acuity, Focus, ● GPS Kits
Mathematics	<ul style="list-style-type: none"> ● Small group pull out (during the day) ● Extended day (371/2 minutes) ● Afterschool (3x week) ● Saturday school (AIS and Enrichment) ● Lunch and Learn ● STAMS, NY Mathematics, Coach, Coach Progress, i-Ready, Test Ready, Acuity
Science	<ul style="list-style-type: none"> ● N/A
Social Studies	<ul style="list-style-type: none"> ● N/A
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ● Small group ● Individual ● Character Development ● Push –in lessons as needed ● Attendance partnership ● Bulling Prevention

	<ul style="list-style-type: none"> • Crisis Intervention as needed
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • N/A
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Small group • Individual • Empowering Girls Club • Double Dutch Club
At-risk Health-related Services	<ul style="list-style-type: none"> • N/A

**Parent Involvement Policy
PS 223Q**

P.S. 223 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. 223 agree to implement the following statutory requirements:

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
 - **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-**
 - **That parents play an integral role in assisting their child's learning;**
 - **That parents are encouraged to be actively involved in their child's education at school;**
 - **That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory**

committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement required Parental Involvement Policy Components

1. P.S.223 will take actions to involve parents in the joint development of its school parental involvement plan

Under Section 1112 of the Elementary and Secondary Education Act (ESEA).

2. P.S. 223 will take actions to involve parents in the process of school review and improvement under

Section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- **The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.**
- **The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA).**
 - **The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.**
 - **This will include phone calls, report cards, parent conferences, as well as new information.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.**
- **P.S. 223 will coordinate and integrate Title I parental involvement strategies through the following activities:**

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.
- The school will help parents gain access to support services by other agencies, such as health care (Jamaica Hospital on-site), Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State’s academic content standards
 - The State’s student academic achievement standards
 - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, and the PTA President along with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child’s success at the school.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including tests dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents will be provided by the parent coordinator. Professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matter.

ELL Professional Development:

ELL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development:

Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

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 with 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;

School-Parent Compact

The school and parents working cooperatively to provide for the successful education of their children agree:

PS 223 will:	The Parent/Guardian will:
P.S. 223 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and	<ul style="list-style-type: none"> • Promote positive use of my child’s extracurricular time • Monitor attendance

<p>Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2009-2010.</p> <p>P.S. 223 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> ○ Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in mid-November and mid-March. 	<ul style="list-style-type: none"> • Make sure that homework is completed • Monitor the amount of television their children watch • Volunteer in my child's classroom • Participate as appropriate, in decisions relating to my children's education. • Promote positive use of my child's extracurricular time • Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district wither received by my child or by mail and responding, as appropriate. • Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
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<ul style="list-style-type: none"> • Provide parents with frequent reports on their children's progress. Parents will receive Tri-Annual Report Cards to be distributed in November, February and June. • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: <ul style="list-style-type: none"> ○ Staff will be available for consultation during their daily preparation periods, and during Parent Teacher Conferences. • Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: <ul style="list-style-type: none"> ○ Involve parents in the planning, review, and improvement of the 	<p>Student Responsibilities: We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do my homework every day and ask for help when I need to. • Read at least 30 minutes every day outside of school time. • Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
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<p>school's parental involvement policy, in an organized, ongoing, and timely way.</p> <ul style="list-style-type: none"> ○ Involve parents in the joint development of any school wide program plan (for SWP schools), in an organized, ongoing and timely way. ○ Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. ● Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. 	
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<ul style="list-style-type: none"> ● Provide to parents of participating children information in a timely manner about Title I, Part A programs that include description and explanation of the school's curriculum, the forms of academic assessment used to measure children progress, and the proficiency levels students are expected to meet. ● On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children, The 	
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<p>school will respond to any such suggestions as soon as practicably possible.</p> <ul style="list-style-type: none">• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.	
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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;
- all ways 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Joseph Blaize	District 27	Borough Queens	School Number 223
School Name Lyndon B. Johnson			

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

Principal Deborah Otto	Assistant Principal Eileen Kaveney
Coach Deborah Schall	Coach type here
ESL Teacher Jian Shi	Guidance Counselor Carman Chambers
Teacher/Subject Area Michelle Ford/Testing	Parent Jasmine Pichizaca
Teacher/Subject Area Denise Brown/Science	Parent Coordinator Diane Thomas
Related Service Provider Najelah Belizaire/SETTS	Other type here
Network Leader Althea Serrant	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	728	Total Number of ELLs	31	ELLs as share of total student population (%)	4.26%
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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. [i](#)

1. At registration, parents will receive a registration package which completes the HLIS forms. Bilingual parents will receive the Home Language Identification Survey in bilingual versions. Informal oral interviews will be conducted with the parents by bilingual pedagogues as well the administrators to determine if the incoming students need to be tested for bilingual/ESL services. Bilingual-speaking pedagogues include Janet Roderick for Spanish, Jian Shi for Chinese, and Najelah Belizaire for Haitian Creole. Based upon the parental responses on the HLIS, the certified ESL teacher or bilingual coordinator will determine test eligibility for the new student by completing the school section on the HLIS form. If parents check one item from item boxes 1 to 5 and two boxes from 5 to 8, the school bilingual/ESL teacher will test the student with the Language Assessment Battery-Revised (LAB-R) within ten days of the student's enrollment. If the student speaks Spanish as indicated on the HLIS form, and is tested to be eligible for bilingual/ESL service, the student will also be administered the Language Assessment Battery in Spanish. The test result of the LAB in Spanish will be used for determining language dominance of the student. And the test result of the LAB-R will be used to determine eligibility for bilingual/ESL service.

All the ELLs will be evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). In spring ATS reports -RLER and RLAT will be generated for test eligibility of all the ELLs. The school will notify the parents, prepare the students, set a testing schedule, secure a proper

testing location, and form a scoring team. To ensure the success of the NYSESLAT administration, four days will be assigned for each component of the test components. Michelle Ford, testing coordinator, Jian Shi, ESL teacher, and Betty Braunchweiger, IEP teacher will work jointly to conduct the tests.

2. Parents will receive all the necessary information and make choices for their children. Parent orientation is conducted by the ESL teacher and the parent coordinator for parents of new ELLs with parents' guide, video demo, program selection forms, etc. The workshop will be run with bilingual support and all materials in bilingual forms made available for parents. Parents will make their own decisions on the choice of Bilingual Transitional Education, Dual Language or Freestanding ESL. A timeline of the orientation workshops includes one in September, and one in October, followed by other ones whenever newcomers arrive.

3. To assure parent rights, the bilingual/ESL teacher or coordinator will send parents entitlement letters and Parent Survey and Selection forms in bilingual versions. At the parent orientation Parent Survey and Selection forms will be distributed, and collected after completion. Those parents who cannot attend the workshop and who do not return the Survey will be contacted by calls and sent letters and forms again. The returned forms will be placed in the students' record folders. And copies will be made for filing. ELLs without the completed forms returned will be placed in bilingual transitional programs by default.

4. ELLs tested eligible for the bilingual/ESL service are placed in the program within ten days of admission, with reference to parents' choices and options. The placement letters were sent home and copies were made for the records. For those ELLs who took the NYSESLAT and are still receiving bilingual/ESL service, letters of continued entitlement were sent home, and copies were made for the records. The placement will be the result of close consultation and communication with parents after all proper notices, calls, meetings, and orientations. And these activities will be conducted with ready bilingual assistance.

5. A review of completed Parent Survey and Program Selection forms reveals the trend that the majority of parents have opted for the ESL program instead of bilingual programs, which are not available at the site. In the last four years, only one parent opted for Transitional Bilingual Program and then rejected the transfer option.

6. The program model in existence at the school is fully aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	24	Special Education 2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years) 0

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	2	7	0	0	0	0	0	31
Total	24	0	2	7	0	0	0	0	0	31

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	7	3	3	1	4								21
Chinese														0
Russian														0
Bengali					1									1
Urdu	2		1											3
Arabic														0
Haitian			1											1
French						1								1
Korean														0
Punjabi	2		1			1								4
Polish														0
Albanian														0
Other														0
TOTAL	7	7	6	3	2	6	0	0	0	0	0	0	0	31

Part IV: ELL Programming

A. Programming and Scheduling Information

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

P1. A) A pull-out ESL model is adopted.

B) ELLs of mixed levels are grouped from adjacent grades, such as k -G1 and G2 - G3.

2. For the existing ESL program, beginning and intermediate level students receive 360 minutes of ESL instruction weekly as required under CR Part 154, while advanced ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA per week.
3. Content areas in math, science, and social studies are covered with ESL methodologies such as scaffolding. For examples, For native language support, Spanish materials in math and social studies were purchased. Bilingual dictionaries are provided. The ELL teacher also use bilingual glossaries in math, science and social studies. Instruction also includes hand-on activities, visual aids, cooperative work, test preparation, and individual tutoring. One scaffolding approach for teaching new-comers content area is to use bilingual glossaries for math, science, and social studies developed by professional institutions.
4. ELLs will be evaluated by the State Reading tests in Spanish and Chinese, class work, projects in native languages, school tests, and observations, when a bilingual program is formed.
5. Differentiated instruction will take place for ELL subgroups:
 - A) Among the ELLs, no SIFE students have been identified. In the case of future ones, enhanced instruction in needed areas, and remedial support will be provided. An example will be to provide additional school and after-school sessions.

A. Programming and Scheduling Information

B) For the newcomers (less than three years), we will provide intensive and extensive ESL instruction, using various graded materials, multi-disciplinary books, technologies, and ESL methodologies. For the past three years after-school ESL programs were provided to help the ELLs prepare for State tests. And this year the school will continue the support. For technologies, purchased online learning sites such as Study Island will expand to all grades and cover all content areas. Six computers with internet access have been set up for the ELLs and free online learning sites such as Starfall.com and Math.com may provide abundant interactive activities for the newcomers.

C) With ELLs receiving service 4–6 years, we will focus on their needed area. In most cases, ELLs receive an extension of service, being unable to meet the reading and writing criteria. Hence differentiated instruction with remedial and reinforcing exercises will be provided. Examples of strategies and activities include the use of graphic organizers for reading and writing, vocabulary development, standards-driven writing portfolios, and test prep. An after-school program is also in place to address some of the ELLs' needs.

D) Currently there are no Long Term ELLs. In the case of future ones, the same kind of strategies and methods targeting at special needs will be provided as above.

6. ELLs–SWDs will receive different help. Our plan is to help them meet higher expectations using different methods and materials so that the students will build stamina in work and stay motivated and focused. For example, interactive computer-assisted work has proven quite effective for them. Some of the interactive software includes Daily Reader Series by Weekly Reader Corporation, Living Books Series by Random House/Broderbund Company, Soliloquy Reading Assistant, and Scholastic's Math Missions K–2 and 3–5. Methods suitable for individual student also include TPR, big pictures for vocabulary, illustrated content area books, and hands-on activities.

7. The school adopts a more inclusive approach for ELL–SWDs. They receive instruction with the general education ELLs with the help of educational assistants. Multicultural materials reflecting the curriculum are used and students will feel more accepted. A classroom with large space is provided for different activities. Instruction will be provided with further differentiation for ELL–SWDs and the use of methods in the SIOP Model.

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

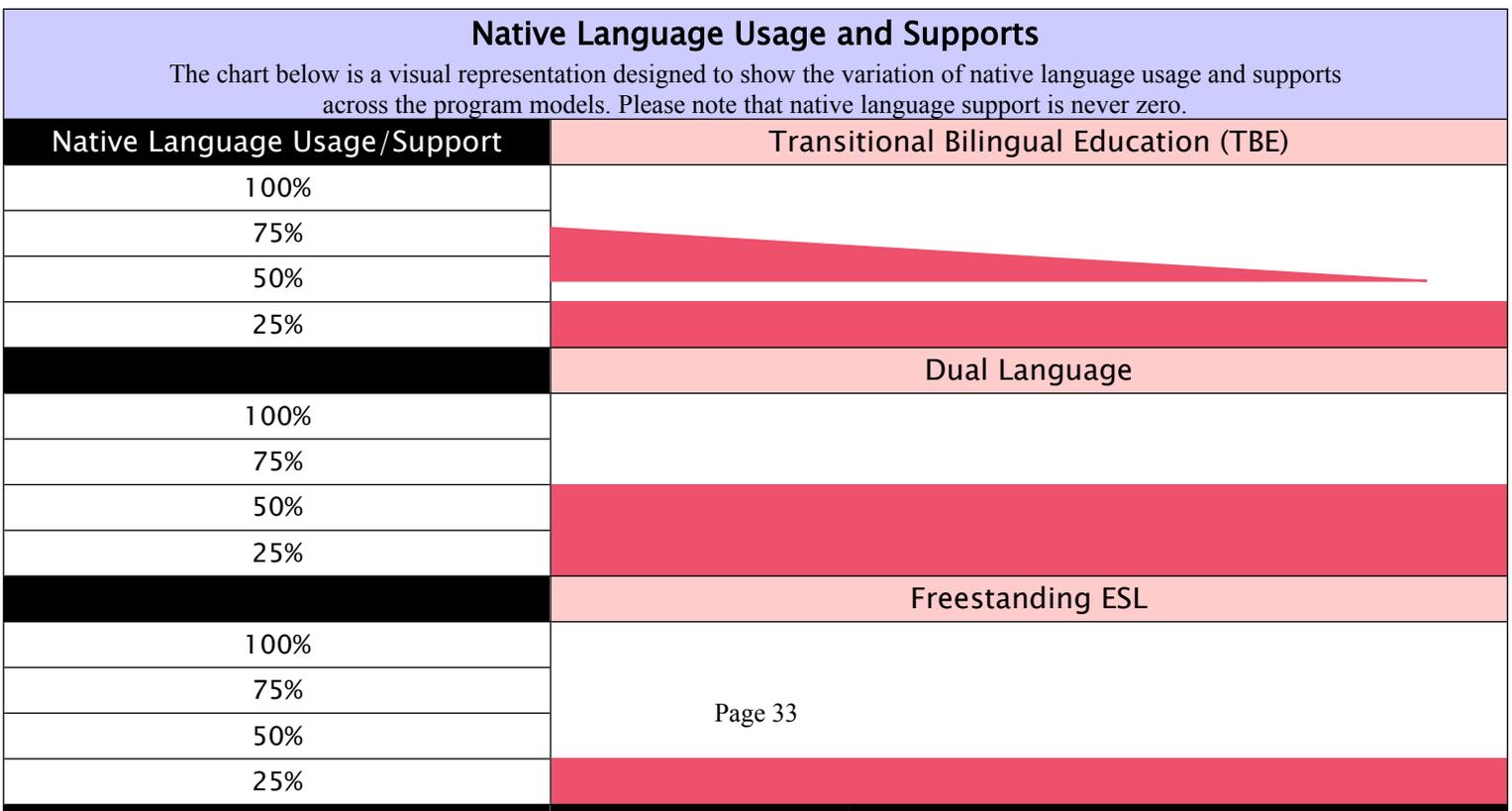
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	

Class/Content Area	Language(s) of Instruction

Science:	

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

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



B. Programming and Scheduling Information--Continued

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

8. ELLs identified for needs in ELA, math and other areas may receive intervention service by AIS teachers, special tutoring, and after-school and Saturday instruction. The AIS program uses Wilson, Foundations, Core Knowledge Reading Pilot Program, Everyday Mathematics, Coach and Kaplan Programs. Some of the ELLs may receive speech service, physical therapy, guidance counseling, and help with the psychologists. Native languages may be used for best results in the above work.

9. With the ELLs reaching proficiency on the NYSESLAT, we will keep maintenance by providing after-school programs, and occasionally arranging for tutoring as needs arise. These students will receive the same test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.

10. Comic Life for Writing and Learn 360 will be added to instruction this year. Study Island will expand to all grades.

11. No program/services for ELLs will be discontinued in sight.

12. All ELLs are afforded equal access to all school programs. For examples, some ELLs attended the Outside of School Time program (OST), the after-school dance program, and the tennis program. An after-school ESL program funded under Title III was run for the ELLs and former ELLs. The goal of this program is help the ELLs achieve better results on the New York State ELA and Math tests. Computers were purchased for the ELL program, and the ELLs have access to all new technologies.

13. A variety of instructional materials including text books, readers, teacher-made materials have been used, and among them are ESL books such as Addison-Wesley ESL and Pearson's Backpacks, content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success, bilingual content area materials such as books in Spanish math and social studies. Additional examples include big books, readers, bilingual picture dictionaries, and on-line learning sites such as Study Island and Starfall.com.

14. Native language support is made available for the ELLs with bilingual materials, dictionaries, and content

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?
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs identified for needs in ELA, math and other areas may receive intervention service by AIS teachers, special tutoring, and after-school and Saturday instruction. The AIS program uses Wilson, Foundations, Core Knowledge Reading Pilot Program, Everyday Mathematics, Coach and Kaplan Programs. Some of the ELLs may receive speech service, physical therapy, guidance counseling, and help with the psychologists. Native languages may be used for best results in the above work.

9. With the ELLs reaching proficiency on the NYSESLAT, we will keep maintenance by providing after-school programs, and occasionally arranging for tutoring as needs arise. These students will receive the same test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.

10. Comic Life for Writing and Learn 360 will be added to instruction this year. Study Island will expand to all grades.

11. No program/services for ELLs will be discontinued in sight.

12. All ELLs are afforded equal access to all school programs. For examples, some ELLs attended the Outside of School Time program (OST), the after-school dance program, and the tennis program. An after-school ESL program funded under Title III was run for the ELLs and former ELLs. The goal of this program is help the ELLs achieve better results on the New York State ELA and Math tests. Computers were purchased for the ELL program, and the ELLs have access to all new technologies.

13. A variety of instructional materials including text books, readers, teacher-made materials have been used, and among them are ESL books such as Addison-Wesley ESL and Pearson's Backpacks, content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success, bilingual content area materials such as books in Spanish math and social studies. Additional examples include big books, readers, bilingual picture dictionaries, and on-line learning sites such as Study Island and Starfall.com.

14. Native language support is made available for the ELLs with bilingual materials, dictionaries, and content glossaries. ELLs with common languages are also paired for cooperative learning.

15. Instructional support and resources are tailored to needs of ELLs at different age and grade levels

B. Programming and Scheduling Information--Continued

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

8. ELLs identified for needs in ELA, math and other areas may receive intervention service by AIS teachers, special tutoring, and after-school and Saturday instruction. The AIS program uses Wilson, Foundations, Core Knowledge Reading Pilot Program, Everyday Mathematics, Coach and Kaplan Programs. Some of the ELLs may receive speech service, physical therapy, guidance counseling, and help with the psychologists. Native languages may be used for best results in the above work.

9. With the ELLs reaching proficiency on the NYSESLAT, we will keep maintenance by providing after-school programs, and occasionally arranging for tutoring as needs arise. These students will receive the same test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.

10. Comic Life for Writing and Learn 360 will be added to instruction this year. Study Island will expand to all grades.

11. No program/services for ELLs will be discontinued in sight.

12. All ELLs are afforded equal access to all school programs. For examples, some ELLs attended the Outside of School Time program (OST), the after-school dance program, and the tennis program. An after-school ESL program funded under Title III was run for the ELLs and former ELLs. The goal of this program is help the ELLs achieve better results on the New York State ELA and Math tests. Computers were purchased for the ELL program, and the ELLs have access to all new technologies.

13. A variety of instructional materials including text books, readers, teacher-made materials have been used, and among them are ESL books such as Addison-Wesley ESL and Pearson's Backpacks, content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success, bilingual content area materials such as books in Spanish math and social studies. Additional examples include big books, readers, bilingual picture dictionaries, and on-line learning sites such as Study Island and Starfall.com.

14. Native language support is made available for the ELLs with bilingual materials, dictionaries, and content glossaries. ELLs with common languages are also paired for cooperative learning.

15. Instructional support and resources are tailored to needs of ELLs at different age and grade levels

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. All school-wide parent activities will involve parents of ELLs. Parents are given orientation workshops at the beginning of the school year. Notices/letters are sent out in bilingual versions. Special orientation workshops are given to parents of new ELLs. Bilingual signs are posted outside of the main office in the lobby.
2. The school does partner with community-based organizations to provide service to the ELL parents. For example, The Outside of School Time program (OST) provides bilingual instruction and help to ELL parents when they enroll their children in the program.
3. The school evaluates the needs of the parents through surveys and all kinds of correspondences. The parent coordinator holds regular parent workshops. Parents receive forms such as Parent Guide, Parent Survey and Program Selection Form.
4. The school addresses the needs of parents by offering workshops and conferences. For example, workshops on how to help ELLs at home were conducted for the ELL parents in the past year.

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. Staff development will be provided for all school personnel including teachers, paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, and assistant principals. Topics will include regulations and mandates regarding services for the ELLs, cultural awareness, LAB-R and NYSESLAT, ESL methodologies and materials, helping ELLs in the content areas, standards and State tests, parental involvement, translations, and technologies, etc.
2. Through the school guidance counselors, the ELL personnel will be informed of the program choices and operational differences at the middle schools, and help the graduating ELLs select suitable schools and programs, overcome fears, and prepare for the unknown.
3. The 7.5 hours of ELL training will be provided through ESL training and through the monthly professional development sessions.

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.)
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2. Through the school guidance counselors, the ELL personnel will be informed of the program choices and operational differences at the middle schools, and help the graduating ELLs select suitable schools and programs, overcome fears, and prepare for the unknown.
3. The 7.5 hours of ELL training will be provided by the ESL/bilingual teacher, the math and literacy coaches, and other professionals to all school staff, topics including second language acquisition and practice, ESL standards, content areas, curriculum and assessment, instructional strategies besides the topics mentioned above. In the past year 7.5 hours of ESL training was successfully delivered. The workshops may be offered during the staff lunch periods and after school. The attendance will be kept on file, and teachers who have completed the 7.5 hours will receive principal's certifications.

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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?

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2. The school does partner with community-based organizations to provide service to the ELL parents. For example, The Outside of School Time program (OST) provides bilingual instruction and help to ELL parents when they enroll their children in the program.

3. The school evaluates the needs of the parents through surveys and all kinds of correspondences. The parent coordinator holds regular parent workshops. Parents receive forms such as Parent Guide, Parent Survey and Program Selection Form.

4. The school addresses the needs of parents by offering workshops and conferences. For example, workshops on how to help ELLs at home were conducted for the ELL parents in the past year.

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)	5	1	3	1		1								11
Intermediate(I)	1	5	2	1										9
Advanced (A)	1	1	1	1	2	5								11
Total	7	7	6	3	2	6	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	0	1	0	0	0	0							

NYSESLAT Modality Analysis

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

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

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

1. The school uses different means to assess the early literacy skills of ELLs, such as Fountas and Pinnell, and ELAS-2. About 75 % of the ELLs scored a level or two below the benchmarks of Fountas and Pinnell. The data indicates that the ELLs have difficulty understanding with limited vocabulary. The data correlates with the levels of ELLs. With very limited English and dominating first languages, the new comers tend to perform very poorly. The data imply that differentiated instruction is needed to help the new ELLs build a basic set of words and concepts which can serve as the background for building literacy skills. Also phonics skills may help the beginning level ELLs decode symbols of sounds.

2. On the Last NYSESLAT, 10/24 of the ELLs attained the advanced and proficiency levels, and 8/24 the intermediate level. 6/24 of the ELLs scored at the beginning level. The proficiency levels are tied to the years of service. The six beginners are mostly new comers. The ELLs with two years of service or more tend to perform the best. They scored either at the advanced or proficiency level. The overall performance exceeds last year with advance and proficiency level rising from 40% to 41.6% and beginning level dropping from 44% to 25%. Of the seven students who took the LAB-R, five scored at the beginning level and one scored at the intermediate level.

3. The patterns across NYSESLAT modalities indicate that the ELLs tend to outperform in listening and speaking, followed by reading and writing. Students with a year of service or so display this pattern more articulately. The patterns also show that it takes longer to master reading and writing. In order to help the ELLs achieve overall proficiency, more emphasis needs to be placed on reading and writing. To achieve that goal, the school will run an after-school program for the ELLs.

NYS ELA

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

8									0
NYSAA Bilingual Spe Ed									0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					5		3		8
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

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: Lyndon B. Johnson

School DBN: 27Q223

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Otto	Principal		
Eileen Kaveney	Assistant Principal		
Diane Thomas	Parent Coordinator		
Jian Shi	ESL Teacher		
Jasmine Pichizaca	Parent		
Michelle Ford	Teacher/Subject Area		
Denise Brown	Teacher/Subject Area		
Deborah Schall	Coach		
	Coach		
Carmen Chambers	Guidance Counselor		
Joseph Blaize	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q **School Name:** 223

Cluster: 5 **Network:** 531

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

Part A: Needs Assessment Findings

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

We have taken some steps to measure and coordinate the needs and resources for translation:

- Review HLIS for languages spoken at home.
- Interview and survey parents at parent orientations for needs of oral and written translations.
- Check ATS and accumulative folders for language codes and languages spoken by parents.
- Have parents select the language for communication at conferences.
- Enlist teachers, school aids, and parent volunteers for translation service.
- Post bilingual signs in the lobby for parents to seek help with translations.

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 come to the following discoveries:

- Languages spoken by the parents include Spanish, Chinese, Punjabi, Urdu, Haitian Creole, Bengali, and Arabic.
- 70% of the families have one or both parents reading and speaking in English, and 4 out of the 31 families seek help for oral and/or written translation.
- The school is self sufficient in providing the oral and written translation service concerning the languages and parents above.
- Findings of translation needs and resources are shared with parent coordinator, and ELL homeroom teachers, and will be put in writing and passed to all concerned.

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.

The school has provided and will provide written translations to parents, when required and requested. Our resources indicate we will be able to meet the current needs of our parents. If new needs arise that we are unable to address, we will seek external help such as purchasing services. So far we have provided parents with written translations as listed below,

- We provided ELLs parents with Parents Guide in both English and their languages.
 - Parents also received Bill of Parents Rights and Responsibilities in different language versions.
 - HLIS forms in bilingual forms were used.
 - Parents Survey and Program Selection in bilingual versions were used.
 - Service notices in different language forms went out to the ELLs parents.
 - Orientation and other notices in translated versions were also sent to ELL parents.
- To ensure timely provision of translation, we also have ready important documents and forms in translations, and a list of resources.

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.

The school has provided and will continue to provide oral translation for parents as needs arise. Instances of oral translations are listed below:

- At parent orientations, we had a parent volunteer for Spanish, a teacher for Haitian Creole, and a paraprofessional for Punjabi and Urdu translations.
- At parent workshops, we provided oral translation in Spanish and Chinese with the help of parent volunteers and a teacher.
- At parent-teacher conferences parents received translation help in Urdu and Punjabi from a paraprofessional.
- At registration, administrators used teachers and school aids to provide oral translation.
- Parent coordinator also assisted in getting oral translators to contact parents.

In the past we have used school personnel and parent volunteers, and we will continue to use them this year. Whenever needs arise beyond our resources, we will purchase translations service from an outside contractor.

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>.

The school will comply with Section VII of the Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services:

- *Parents have received Parents Bill of Rights and Responsibilities in different languages.
- *Translation of Covered Languages signs have been posted in the lobby.
- *No signage and forms are required at this school short of the percentage line.
- *School safety plan does not pose any problems for parents' access to the main 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: Lyndon Baines Johnson	DBN: 27Q223
Cluster Leader: Carlotta Kip	Network Leader: Joseph Blaize
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 13 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # 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:

The Title III program previously offered at PS 223Q has been highly beneficial to the LEP students or ELLs, especially to those who demonstrated special needs in meeting the academic requirements. The reading and math scores all point to the importance of this supplemental service, and its continuation will help sustain and strengthen the positive trend in the students' performance. Due to the joint efforts of the school staff and administrators, the ELLs in general performed within the expectations on the New York State standardized tests last year. Therefore there is sufficient reason to keep the program open this year.

With Title III fund granted, about 13 ELLs and former ELLs from the third grade above will participate in a one-hour after-school program scheduled on Tuesday, Wednesday, and Thursday. The program will last about six months, totaling 72 sessions. An ESL-certified teacher and a math teacher will co-teach the program, ensuring both ESL and content areas for the ELLs.

The program instruction will focus on reading and math, using ESL methodologies. Students will work in small groups, preparing for the NYS ELA and math tests. The teachers will use test data to plan instruction and work for the students. Selected materials in ESL, reading, math, science, and social studies will all be used. In addition, multi-media and on-line applications will be included, such as Studyisland, which covers reading, math, science and social studies, in light of NYS CCLS.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The Title III program recognizes the need to provide staff development for the teachers involved with the LEP students or ELLs. The changing educational environment poses big challenges not only for the

Part C: Professional Development

new teachers but also for everyone else involved with the children in special need. Training teachers provides key support for the efforts toward successes.

Personnel involved in professional development will include Jian Shi, ESL teacher, Deborah Schall, math coach, Michelle Ford, literacy specialist, and other teachers.

Workshops will cover a variety of topics such as laws and regulations, instructional approaches and strategies, books and materials, cultural awareness, and parent involvement.

A tentative calendar of workshops is provided as below,

- September and October: regulations and mandates regarding the bilingual/ESL program, parental involvement, cultural awareness, HLIS and LAB-R, getting ready for the new-comers.
- November and December: second language acquisition, the State Learning Standards and test policies, ESL methodologies and materials.
- January and February: differentiated instruction for the ELLs, teaching reading to newcomers, challenges in learning to read and to write, technologies in the classroom.
- March and April: Helping ELLs in the content areas, teaching math concepts and vocabulary, teaching math to newcomers and students in needs(differentiated planning and instruction)
- May and June: NYSESLAT, tests and promotional policies, ATS reports and data for ELLS.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents are the most important stake-holder and the driver in the education of their children. Not only do they have the legal rights to be well-informed about their children's education but also their participation will directly impact their children's learning and well-being all round. The Title III program will hold parent workshops under that tenet or rationale.

A tentative calendar of workshops is provided as below,

Part D: Parental Engagement Activities

- September and October: orientations, regulations and parents' rights, HLIS and LAB-R.
- November and December: helping children at home, homework and student requirements.
- January and February: helping children at home with reading, vocabulary work, resources.
- March and April: Helping children at home in math, concepts and vocabulary, real life math.
- May and June: NYSESLAT, tests and promotional policies, preparing for standardized tests.

The workshops will be provided jointly by Jian Shi, ESL teacher, Deborah Schall, math coach, Michelle Ford, literacy specialist, and other expert teachers. Ample time will be given to parents for planning to attend the workshops. And letters of notices will go out in English and translations.

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		

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.
Other		
TOTAL		