



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RAUL JULIA MICRO SOCIETY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X003

PRINCIPAL: DENISE BROWN

EMAIL: DBROWN55@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Denise Brown	*Principal or Designee	
David Varenne	*UFT Chapter Leader or Designee	
Denise Aponte/ Heraclio Wyatt	*PA/PTA President or Designated Co-President	
Brenda Velez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	

Jason Garcia	CBO Representative, if applicable	
Joseph Mulligan	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Through the use of team planning and professional development facilitated by the Accelerated Literacy Learning consultants we will increase the effectiveness of the instruction of the Reader's Workshop/Writer's Workshop and improve the level of literacy for all students in Kindergarten through eighth. All students will be engaging in differentiated rigorous academic work.

We will see a 5% decrease in the number of students performing at Level 1 and an increase of 5% of all tested students performing at Level 3 and 4 on the New York State English Language Arts exam.

Comprehensive needs assessment

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

This goal is aligned to the DOE City wide instructional expectations of engaging all students and addresses an area in need of improvement from our last Quality Review. It stated for us to extend the best practices in challenging higher achieving students in all classes and subjects by differentiating activities effectively.

Instructional strategies/activities

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

After carefully reviewing the results of the New York State English Language Arts Exam, the Quality Review, the Progress Report, the Accountability and Overview Report, baseline and various test simulations, it was clear that there was a great need to continue the focus on developing the literacy and writing skills of our students:

- We will continue to work on improving our delivery of the Balanced Literacy approach at all levels using curriculum mapping. In addition, the Middle School will continue to use a text based program to provide additional structure around grammar, vocabulary and the writing process. Grade K and 3 will implement additional practice through the use of *Simple Solutions*.
- Differentiation of instruction for ELL, IEP students, for the bottom third and high achievers
- Implementation of lessons using the workshop model
- Multiple learning opportunities based on students' abilities, interests, learning styles, and preferred styles of expression.
- We will also further promote competency in the skills necessary for students to be successful readers. Teachers and all academic related service providers will incorporate the various reading when appropriate in all lessons throughout the curriculum.
- Emphasis during the reading block is on self-monitoring and cross-referencing strategies to help students become independent readers. Through

the use of data teachers are able to form guided reading groups, teachers are able to organize students homogeneously based on assessments and give students specific feedback.

- We will raise expectations by extending further the opportunity for students to undertake sustained writing and to do substantial independent research.
- Teachers attend grade wide team planning meetings during preparation periods. During planning meetings, teachers are able to discuss New York State Standards, differentiation of instruction, understandings, essential questions, performance tasks and learning activities.
- Academic intervention services have been designed to provide additional support to our students in general education and special education that have scored proficiency Level 1 and a low Level 2 on the ELA and for students that fall in to other subgroups.
- We offer a comprehensive Literacy After School Tutorial Program for students in grades 3-8. Students in each grade will be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of reading and writing. This program will operate for 4 weeks prior to the state examinations for one hour Wednesday and Thursday.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The school will employ effective interventions and differentiation of instruction to enhance learning for students who are performing below grade level (ex. After School Math and Literacy Tutorial, Teacher or Peer Tutoring and Guided reading Groups).
- Supplementary support for at risk students through the extended time program in Literacy.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Strategies for attracting Highly Qualified Teachers (HQT)

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

At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.

All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development and they work with the AUSSIE consultant and Accelerated Literacy Learning consultants.

The school is also using the Charlotte Danielson's Framework for Teaching. We are focusing on the following domains:

Planning and Preparation, The Classroom Environment and Instruction

The following beliefs are stressed to the teachers: Teachers instruct best when they plan standards based lessons and implement those lessons using the

workshop model.

Students learn best when they are engaged in differentiated rigorous academic work that is aligned to the curriculum.

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Through the use of team planning and professional development we will increase the effectiveness of the instruction of the *Everyday Mathematics* (Grades Pre-kindergarten through second), *Singapore Math* (Grades third through sixth), and the *Impact Mathematics* (Grades seventh and eighth).

We will see a 5% decrease in the number of students performing at Level 1 and an increase of 5% of all tested students performing at Level 3 and 4 on the New York State Mathematics exam.

Comprehensive needs assessment

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

After carefully reviewing the results of the New York State Mathematics exam, the Quality Review, the Progress Report, the Accountability and Overview Report, and various test simulations, it was clear that there was a significant need to continue the focus on developing the mathematical skills of our students in all grades, but specifically middle school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Teachers will take part in biweekly grade wide planning team meetings. Unit plans will be developed and students will be engaged in a math task

that is embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards that affords them the opportunity to conduct research and to develop a product.

- We will continue our mathematic work with the AUSSIE consultant.
- All teachers in all grades will implement the Four Step Method for Problem Solving.
- We will offer a math honors program to selected middle school program, which would make them eligible to take the Mathematics Regents. Test simulations will take place at least twice a month. All simulations will be scored by the classroom teachers. Data will be recorded and analyzed for planning and goal setting purposes
- Test simulations will take place at least twice a month. All simulations will be scored by the classroom teachers. Data will be recorded and analyzed for planning and goal setting purposes.
- We offer a comprehensive Math After School Tutorial Program for students in grades 3-8. Students in each grade will be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of mathematics and strategic writing. This program will operate for 4 weeks prior to the state examinations for one hour Wednesday and Thursday.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The school will employ effective interventions and differentiation of instruction to enhance learning for students who are performing below grade level (ex. After School Math and Literacy Tutorial, Teacher or Peer Tutoring and Guided reading Groups).
- Supplementary support for at risk students through the extended time program in Literacy.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Strategies for attracting Highly Qualified Teachers (HQT)

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

At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.

All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development and they work with the AUSSIE consultant and Accelerated Literacy Learning consultants.

The school is also using the Charlotte Danielson's Framework for Teaching. We are focusing on the following domains:

Planning and Preparation, The Classroom Environment and Instruction

The following beliefs are stressed to the teachers: Teachers instruct best when they plan standards based lessons and implement those lessons using the

workshop model.

Students learn best when they are engaged in differentiated rigorous academic work that is aligned to the curriculum.

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Through ongoing workshops organized by the Parent Coordinator, Community Coordinator, the School Leadership Team and the Parent Teacher Association we will see an increase in Parent Involvement.

- A minimum of five parents will actively participate on our School Leadership Team.
- We will see a 10% increase in the number of parents attending Parent Teacher Association meetings and school based workshops.
- We will have at least 65% of the parental population complete and submit the Parent Learning Environment Survey.

Comprehensive needs assessment

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

As part of the Quality review the reviewer shared that we need to "extend the range of opportunities to encourage greater involvement of parents and caregivers in work of the school."

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) staff and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- Parent Teacher Association meetings will be advertised in a timely manner and the topics will differ on a monthly basis in order to draw in parents with different concerns.
 - We will offer a PTA meeting in the morning and in the evening to accommodate all parents.
 - Select parents will take part in Learning Walks in order for them to see the school curriculum and other initiatives in progress.
 - The Parent Coordinator will facilitate a monthly Parent Support Group.
 - The Parent Coordinator and the Community Coordinator will organize a minimum of one workshop for parents every month that is geared toward making our students' parents aware of what is expected at school, the curriculum and initiatives in place at our school, the importance of standardized tests and other social emotional topics.
 - The workshops will also focus on providing our students' parents with practical strategies that they can employ at home with their children to help them become more successful students.
 - Another way that our parents will play an active role in our school is through the School Leadership Team. Our SLT has at least 10 members, with 5 of the members from the parent body of our school. Parents on the SLT will participate in many of the decisions that affect their children.

- Parents will complete the Learning Environment Survey in the school building via computer. Various incentives will be offered for completing the survey.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Conduct yearly Parent Teacher Association elections for Executive Board Members
- Conduct monthly Parent Teacher Association meetings
- Provide the Parent Teacher Association with an office, including furniture, a computer, and general supplies
- Participate in the Learning Leaders program to train parents to volunteer and assist in classrooms, in libraries, and on trips
- Through the School Leadership Team develop a plan for increasing teachers' abilities to effectively involve parents in their children's education
- Hold yearly Open House inviting parents to speak with classroom teachers, supervisors, guidance and related service providers
- Regularly inform parents about policies, concerns and programs that are proposed and ongoing
- Distribute all notices and flyers in English and Spanish
- Continue to work with community based organizations to provide ongoing medical services and programs for students and their families and to continue to promote relationships with other community organization that offer support/help to our students and families
- Offer numerous parent workshops, such as: State Standards, Literacy, Mathematics, Promotional Criteria, Parenting Skills, Family Health Issues and selecting an appropriate High School

Strategies for attracting Highly Qualified Teachers (HQT)

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

At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.

All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development and they work with the AUSSIE consultant and Accelerated Literacy Learning consultants.

The school is also using the Charlotte Danielson's Framework for Teaching. We are focusing on the following domains:

Planning and Preparation, The Classroom Environment and Instruction

The following beliefs are stressed to the teachers: Teachers instruct best when they plan standards based lessons and implement those lessons using the workshop model.

Students learn best when they are engaged in differentiated rigorous academic work that is aligned to the curriculum.

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	0	N/A	N/A	6			10
1	25	0	N/A	N/A	6			10
2	25	0	N/A	N/A	6			10
3	25	25	N/A	N/A	10			10
4	25	25	15		15			15
5	25	25	15		20			15
6	25	25	15		20			20
7	25	25	15		20			20
8	20	25	15		20			20
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Academic intervention is provided in both individual and small group instruction during the regular school day and as part of the extended time day.</p> <p>Early Childhood Intervention-provides meaningful practice for early readers in the areas of phonics and phonemic awareness.</p> <p>Guided Reading- Provides meaningful practice for struggling readers with an emphasis on reading comprehension and reading for meaning/understanding using DRA based texts.</p> <p>Literacy/Math After School Tutorial Program-For students in grades 3-8. Students in each grade will be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of literacy and writing. This program operates for one hour Tuesday through Thursday for 4 to 6 weeks prior to the state examinations.</p>
Mathematics	<p>Guided Mathematics Groups- Daily 40 minute instruction that addresses remedial instruction in basis concepts, problem solving using the 4-step method, explaining various mathematical strategies, dissecting problems into parts, and using the IXL program.</p> <p>Math After School Tutorial Program-For students in grades 3-8. Students in each grade will be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of mathematics and strategic writing. This program operates for one hour Tuesday through Thursday.</p>
Science	<p>An F-status administrator provides additional support to science teachers around planning and setting up for labs. The circulation of resource materials that is available to teachers to upgrade the level of the science curriculum. This person also provided group or individual instruction to struggling students in this area.</p>

Social Studies	N/A
At-risk Services provided by the Guidance Counselor	During the school day, the guidance counselor provides peer mediation and at risk counseling to support the teachers academic goals.
At-risk Services provided by the School Psychologist	The school psychologist meets with students in crisis.
At-risk Services provided by the Social Worker	Provides agency contact information to families that are in need.
At-risk Health-related Services	Dental Sealant program in the school. Receive ongoing support services from the NYS Department Health around health, nutrition issues and substance abuse. The nurse provides an asthma program to students that have been diagnosed with asthma. Sex Education classes for middle school students facilitated by Union Medical Center Adolescent Program personell

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Rello Anselmi, Corinne/ Cohen	District 10	Borough Bronx	School Number 003
School Name PS/MS 3 Raul Julia Microsociety			

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

Principal Denise Brown	Assistant Principal Rick Stapleton
Coach n/a	Coach n/a
ESL Teacher Renata Deluca	Guidance Counselor Darien Sheff
Teacher/Subject Area Jessica Brucia (6th Grade)	Parent Denise Aponte (PTA CoPresiden)
Teacher/Subject Area Brooke Sussman (3rd grade)	Parent Coordinator Miriam Ortiz
Related Service Provider Floretta King	Other type here
Network Leader Bob Cohen	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	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	399	Total Number of ELLs	53	ELLs as share of total student population (%)	13.28%
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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. 

All new students to the NYCDOE who are entering our school are required to complete the Home Language Identification Survey (HLIS) with assistance of our ESL Teacher. The ESL Teacher uses the information gathered in the HLIS to identify LEP students. Once the students have been identified, the ESL Teacher tests their proficiency with the LAB-R within the students first ten days of enrollment. Students who can not speak English take the Spanish LAB. The results of the test are used to determine eligibility for ESL services. The Parent Coordinator, Pupil Personnel Secretary and the ESL Teacher discuss the 3 program choices that are available city-wide and explain how our Freestanding ESL model operates to the parents via entitlement letters and conferences. The Parent Coordinator and the ESL Teacher are bilingual and can provide information in both English and Spanish. Spanish is the language spoken by the overwhelming majority of our LEP homes. Parents think about their options and eligible students are then appropriately placed in our ESL program in accordance with the LAB-R scores, interview and parent discussion. Their progress is measured on an annual basis by administering the NYSESLAT in the Spring. The Pupil Personnel Secretary uses ATS reports to accurately indicate students to be tested by the ESL Teacher. The test assesses progress in listening, reading, writing and speaking. The proficiency level determines the amount of instructional time an ELL student gets per week or whether he/she can be transitioned out of the ESL program.

The majority of parents and children that we cater to are looking for an ESL program as indicated by our parent survey and program selection form. Those forms are collected by the Pupil Personnel Secretary and reviewed by the ESL Teacher and the Administrative Team. The Secretary maintains all records, reports and surveys. The majority of new ELL's are Kindergarten students and our parents want an English dominant program that immerses children in the English language with appropriate native language support. Therefore, PS/MS 3 only provides a Freestanding ESL program.

A further description of this alignment of parent requests and our ESL program is as follows:

The ESL teacher provides instruction that targets the beginning, intermediate, and advanced levels of ELLs, taking in to consideration the students' level of literacy and providing individualized and small group instruction that focuses on phonics, word families, comprehension, grammar, vocabulary, and other language activities. The ESL teacher uses a variety of ESL strategies to support our English language learners such as using gestures, pantomiming, pictures, songs, and language games.

The ESL teacher will prepare students for the spring 2012 NYSESLAT exam with, Getting Ready for the NYSESLAT and Beyond workbooks, from Attanasio and Associates. The ESL teachers also use textbooks from Hampton-Brown with the upper grade ELLs, such as High Point and Into English. Aspects of the Avenues program by Hampton Brown are used with our lower elementary ELLs in kindergarten and first grade.

The teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs in the lower elementary grades (K-2) are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for six years or more (long-term ELLs) continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is

also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program. Our ELLs with special needs receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

The ESL teacher and regular classroom teachers will continue to attend professional development sessions which will be turn-keyed with the principal and staff of PS/MS 3. They will work closely with classroom teachers to model and demonstrate ESL classroom strategies. They will collaborate with classroom teachers to design ESL friendly lessons that will benefit all students. Also, ESL teachers will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom.

PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners through a push in/pull out model with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL teacher with Pull-out and Push-in models.

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●
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This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In	2	1	2	1	1	3	3	2	3					18
Total	2	1	2	1	1	3	3	2	3	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)		34	Special Education	12
SIFE		ELLs receiving service 4-6 years		17	Long-Term (completed 6 years)	2

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34		2	17		8	2		2	53
Total	34	0	2	17	0	8	2	0	2	53

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	4	8	1	3	5	8	6	3					51
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	13	4	8	1	4	5	8	6	4	0	0	0	0	53

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?

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL Teachers with Pull-out and Push-in models. When possible the ESL Teacher will employ the Push-in model so the amount of regular class instruction is not limited. In this model the ESL teacher acts as a Co-Teacher and supports the ELL students during their regular class. Some students who require 360 minutes must receive additional service time via a Pull-out. Students are grouped by grade and proficiency levels when possible however there are some Pull-out groups that are of mixed grades and mixed levels. Middle school students are instructed in All-English classes and come together for English acquisition instruction via the Pull-out model with their ESL Teacher. Additionally, this year we have incorporated a Spanish class for all Middle School students that utilizes Rosetta Stone as a native language support and instructional period. That class is taught by a certified bilingual teacher. Eventually, we will use the program to help us to evaluate students in their native languages as the program offers over 30 languages. For content purposes of our Middle School students, the ESL teacher plans with the content area teachers to ensure the alignment of instructional objectives. We only have a total of 53 ELL students in our K-8 school. The Freestanding ESL program that we offer provides the mandated units through creative scheduling for our full time certified ESL Teacher who uses her full schedule, Extended Day minutes and preparation periods to service all students.

A. Programming and Scheduling Information

The ESL teacher provides instruction that targets the beginning, intermediate, and advanced levels of ELLs. They take in to consideration the students' level of literacy and provide individualized and small group instruction that focuses on phonics, word families, comprehension, grammar, vocabulary, and other language activities. The ELL's are evaluated in their native language through a series of practice exercises and assessments that closely mimic the format of the NYSESLAT. Their progress in their native language is closely compared to their progress on English only interim assessments. Additionally, the ESL Teacher use a variety of ESL strategies to support our English language learners such as using gestures, pantomiming, pictures, songs, and language games.

The classroom teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs that have 4 years or less are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for up to six years continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program as they require the most support. Our ELLs with SWD's receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. All of our teachers are cognizant of our ELL population and work rigorously to be as flexible as possible when attempting to provide ESL instruction as a seamless part of the typical day. This enables students to miss less content specific class time when acquiring the appropriate skills for academic success. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners through a push in/pull out model with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL teacher with Pull-out and Push-in models.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			
Literacy:	N/A			
Art:	N/A			
Computers:	N/A			
PE:	N/A			

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

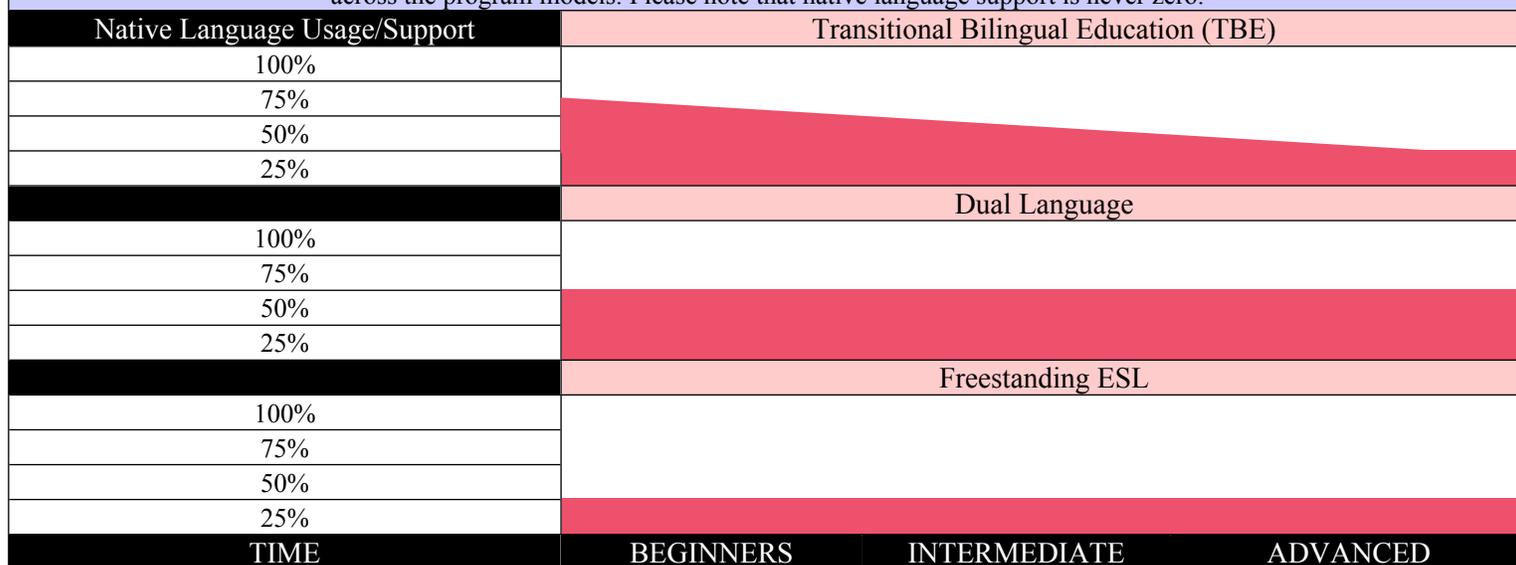
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

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)

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?

Many of our ELL's are involved in Academic Intervention Services (AIS) for Literacy, Mathematics, Social Studies and Science. These programs are offered in English. Specifically, students who are in grades K-5 are targeted for additional support through our intervention programs in literacy and mathematics (IXL program). The programs are both push-in and pull-out and are cultivated to meet the needs of the individual learners as indicated on state test assessment and interim assessment data. A content specialist uses classroom assessments as well as program based assessments to determine the student's strengths and weaknesses. The instruction is then scaffolded as to build on the child's inherent strengths in order to gain understandings in areas that are in need of improvement. Through this process the student can build confidence and apply associated mastered skills to the standards which he/she is still yet approaching.

Similarly, our 6-8 grade students have access to additional support through our advisory periods. These periods are specifically designed to address the areas in which students need the most support as indicated through various assessment data including, but not limited to, state test, interim assessments, class tests, projects and portfolios. The homeroom teachers share students' academic data for the variety of subgroups within the school and then provide the appropriate academic interventions through content based remediation. Students and teachers work in small groups to learn content specific attack strategies. This process provides a diagnosis and a prescription for student improvement. The students are continuously evaluated and the grouping is very flexible.

Transitional students throughout the school are provided support through at risk services. Reaching proficiency on the NYSESLAT doesn't always equate to level 3 and 4 performances on other assessments such as the NYS ELA and Mathematics examinations. Therefore, it is pertinent to include such students when considering the needs of all ELL's. Transitional students are tracked and monitored closely as so they may not fall off course when the mandated services are discontinued. Although transitional students are not required to the 180 or 360 minutes of ESL instruction, similar time is allocated for them to meet with the ESL teacher on a regular basis to reinforce the already learned strategies and to discover how to more deeply and independently apply them to what is being learned in their academic work. Testing and assignment modifications are still implemented.

All ELL students are strongly encouraged to participate in our literacy and mathematics afterschool programs and have equal access to computers and other technology based learning materials. The school provides appropriate software and internet based programs to achieve student academic improvement.

No Programs will be discontinued this year.

A new program this year, which utilizes technology, in which all students in grades 6-8 will be exposed to the Spanish language is Rosetta Stone. Rosetta Stone has the four components of Spanish literacy which include listening, reading, writing and speaking and its program is supplemented by our certified Bilingual Teacher. As a Freestanding ESL model school this will further support native language skills as the overwhelming majority of our ELL population come from Spanish speaking homes and introduce non -spanish speakers to a new language. Parents are encouraged to support their child's learning by having them go to the public library for events such as story time or other themed activities. Parents can also read to their child in their native language as to build prior knowledge and create opportunities for native language text to English text connections.

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

D. Professional Development and Support for School Staff

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

Professional development is the core to our school's improvement plan. The list of teachers involved in this PD includes but is not limited to the following: common branch teachers, content area teachers, special ed teachers, para's, bilingual teachers, ESL teachers, counselors, psychologists, speech teachers, secretaries and our parent coordinator. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. The Administrative team meets with various parties to share new information and technique for supporting ELL students and their families. Counselors are trained to build organizational skills and coping mechanisms for transitioning students to different aspects of school and its levels.

Grade wide planning team meetings will be held during preparation periods the first three Wednesdays of each month. All team meeting address student needs with particular focus on the bottom 1/3, ESL and SWD. The team liaison will facilitate the meetings. Supervisor(s) and/or instructional specialist(s) will also be in attendance. It is expected that all staff members will make every effort to attend all planning team meetings.

The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. Full day PD takes place on Election Day and the Chancellor's Day. The team, comprised of the Principal, Assistant Principals, Literacy Coach, Math Coach, Literacy Instructional Specialist, ESL/Bilingual Coordinator and the Math Instructional Specialist, provides mandated training for all staff members. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.

New teachers will attend a New Teacher Academy meeting once a week. The meetings will focus on instruction, curriculum, administrative issues, school procedures and policies and serves as a forum to discuss issues faced by new teachers. In addition, every new teacher will be assigned a buddy teacher. Buddy teachers are experienced personnel who have successfully taught and effectively implemented all programs and initiatives at P.S./M.S. 3.

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?

All parents are encouraged to participate in their child's learning at PS/MS 3. At the end on instructional units parents are invited to school - wide celebrations of student work. They visit classrooms to hear, see and interact with their child as the student shares his/her growth during the unit and shows what they have learned. In September and October parents of eligible LEP students will be invited to attend an orientation meeting to receive information about the NYS & NYC standards, school and classroom expectations and general requirements of our ESL program. Letters pertaining to this meeting will be disseminated to the parents in both English and Spanish. In addition, a translator will be available at every meeting and all communications are in English and Spanish. The Parent Coordinator works closely with parents in supporting children and their families. She keeps a record of her discussions at parent meetings and/or conversations to evaluate their needs. Also the Environment Survey informs the school of it practices. We also encourage parents to support their own learning of English through a school-based ESL program that occurs after school hours with our ESL teacher. Additionally, SOBRO, a Community Based Organization, provides ESL and GED programs to our parents.

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)	1	1	2		2									6
Intermediate(I)		1	2		1	1	2		2					9
Advanced (A)	12	2	4	1	1	4	6	6	2					38
Total	13	4	8	1	4	5	8	6	4	0	0	0	0	53

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1								1
5	4				1				5
6	1				6		1		8

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test								

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

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

Overall, our school uses the TCRWP, Interim Assessments, NYSESLAT, and ELA state test data to assess literacy competency. The combination of these data provides insight to our programs strengths and weakness by examining the commonalities among the data. With this information can address the needs of groups and individuals as to plan and teach strategically. The LAB-R and NYSESLAT specifically provides valuable information with regard to our ESL program and the progress of ELL's. Patterns found within the NYSESLAT help us to focus on each component and recently our findings have determined that students need to read more frequently and ask questions as they read to support their comprehension.

As we only have a Freestanding ESL program, the paterns are as follows:

In first grade, a few of our ELLs are approaching proficiency but scored just below grade level on the Teacher's College reading assessment. They will continue to be provided with intensive small group guided reading and writing instruction with a focus on vocabulary development. One of the first grade ELLs scored a proficient. One of our first grade ELLs scored far below proficient on the assessment and will continue to receive 1-1 instruction that focuses on vocabulary development through the use of assistive technology. The ESL teacher is targeting students that scored below and on grade level to ensure that they are provided with intensive reading and writing instruction with a focus on phonics and a variety of comprehension skills.

In the second grade, the ELLs that scored above proficient and will continue to be supported with vocabulary development to stay above grade level. One ELL scored below proficient and will continue to receive intensive guided reading and writing instruction along with vocabulary development.

Our ELLs in grades 3-8 were also assessed with the English Language Arts (ELA), Mathematics and Science exams in May 2011. Many of our ELLs have made substantial gains with respect to their test scores, however the greatest gains came in Math and Science. Therefore we will continue to service ELL's to support further gains in the 2011-2012 school year, with a particular focus on reading, listening and writing strategies.

Teachers, Counselors and Administrators have implemented the following supports to our ELL's after carefully reviewing patterns among the data including periodic assessments and all other data sources:

The teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs in the lower elementary grades (K-2) are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for six years or more (long-term ELLs) continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program. Our ELLs with special needs receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

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: PS/MS 3 Raul Julia

School DBN: 10X003

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Brown	Principal		10/14/11
Rick Stapleton	Assistant Principal		10/14/11
Miriam Ortiz	Parent Coordinator		10/14/11
Renata Deluca	ESL Teacher		10/14/11
Denise Aponte	Parent		10/14/11
Jessica Brucia (6 th grade)	Teacher/Subject Area		10/14/11
Brooke Sussman (3 rd grade)	Teacher/Subject Area		10/14/11
	Coach		10/14/11
	Coach		10/14/11
Darien Sheff	Guidance Counselor		10/14/11
Bob Cohen	Network Leader		10/14/11
	Other		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X003 **School Name:** Raul Julia Microsociety

Cluster: DDSI Cluster 01 **Network:** 104

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.

According to the RHLA we have concluded that our school services three major language groups. These include Spanish, Chinese, and Bengali. We have teachers, school aides, paraprofessionals, parent coordinator and community coordinator to facilitate the day to day translations on a needs basis. All communications sent to parents are in English and Spanish. We make an effort to send home communications to the Bengali and Chinese speaking parents in their language. Our school also utilizes the service of the DOE Translation Unit.

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.

Based on the RHLA, the data findings are shared with the school community at the beginning of every school year. Signs in Spanish, Chinese and Bengali are displayed at the entrance of the building. A welcome and translation poster is placed at the entrance of the school for all who enter to read and know that translation services are available.

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.

All communications with parents are distributed in English and in Spanish at minimum. On a needs basis communications are sent out in Chinese, Bengali and Urdu. Staff members facilitate the daily translation services for these languages.

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

Oral translations are provided for the following languages by staff members:

Spanish-90 Families

Chinese-3 Families

Bengali-1 Family

Urdu-1Family

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>.

Parental Notification letters are translated using bilingual school personnel and/or the service provided through the Department of Education. We have staff available that speak and write the languages mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents.

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: Raul Julia MicroSociety	DBN: 10X003
Cluster Leader: Rello-Anselmi	Network Leader: Bob Cohen
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: 40 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: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Literacy in the Content Areas After School Tutorial Program for ELLs within the 2011-2012 academic school year. The program will begin in February 14, 2012 and end on April 5, 2012. During instruction, teachers will incorporate strategies that will help LEP students to acquire and develop their English language skills in order to meet New York State Standards. The teachers will conduct lessons using the Workshop Model, which consists of the mini-lesson, guided practice, and independent practice, share and conferring. The program will have 2 ESL Certified teachers and 2 Common Branch teachers co-teaching.

Number of ELLs/Grade: 40 students in grades 3-8

Language of Instruction: English

Service Provider and Qualifications: 2 Certified ESL Teachers and 2 Certified Common Branch Teachers

Strategic Objectives

- For all ELL students to achieve high proficiency levels on the NYS standardized tests.
- To Target ELL students through intervention services in reading through the content areas.
- To empower ELL parent community to better support the academic achievement of their children.
- To engage ELL students in strategic test-taking methodologies.

Schedule for Activities

After School Program

- Timeframe: February 14, 2012-April 5, 2012
- Frequency: After School Program will meet Monday-Thursday
- Intensity: 3:10 PM-4:45 PM

Major Tasks/Activities

- To utilize data to provide additional instruction in deficient skill areas as indicated by Teachers College Reading Assessment, Periodic Assessments, teacher made test and standardized test

Part B: Direct Instruction Supplemental Program Information

simulations.

- To provide additional instructional activities that reinforces ESL strategies.

Indicators of Success

- Improved performance on running record assessments.
- Improved written expression as illustrated by weekly assignments.
- Improved performance on the Teachers College Reading Assessment.
- Improved performance on test simulations.

Furthermore, during the normal school day PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS 3, which is to create a community of learners that promotes high standards and outcomes for all students.

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:

Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. In addition, teachers are encouraged to participate in off site professional development to increase their knowledge and skill set.

Grade wide planning team meetings will be held during preparation periods the first three Wednesdays of each month. The team liaison will facilitate the meetings. Supervisor(s) and/or instructional specialist(s) will also be in attendance. It is expected that all staff members will make every effort to attend all planning team meetings.

The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. The team is comprised of the Principal, Assistant Principals, Literacy Consultants, and Math Consultant. In addition, members of the Professional Development Team are

Part C: Professional Development

responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.

The ESL teacher and regular classroom teachers will continue to attend professional development sessions sponsored by BETAC at Fordham University which will be turn-keyed with the principal and staff of PS/MS 3. They will work closely with classroom teachers to model and demonstrate ESL classroom strategies. They will collaborate with classroom teachers to design ESL friendly lessons that will benefit all students. Also, ESL teachers will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom. This is of no cost to Title III.

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:

We also encourage parents to support their own learning of English through a school-based ESL program that occurs after school hours with our ESL teacher. Additionally, SOBRO, a Community Based Organization, provides ESL and GED programs to our parents facilitated by PS/MS 3 Administrator. This takes place at the SOBRO headquarters on Monday thru Wednesday from 6:00 PM-9:00 PM.

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		

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		