



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ARTURO TOSCANINI MIDDLE SCHOOL 145X

DBN (DISTRICT/ BOROUGH/ NUMBER): 09X145

PRINCIPAL: ROBERT HANNIBAL

EMAIL: RHANNIB@SCHOOLS.NYC.GOV.

SUPERINTENDENT: DOLORES ESPOSITO

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
Robert Hannibal	*Principal or Designee	
Brenda Preisner	*UFT Chapter Leader or Designee	
Yvette DuVerge	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Irma Beltre	Member/Staff/BL Teacher	
Debra Christian	Member/Staff/Grade 5 Teacher	
Natalie Dexter	Member/Lead Teacher-Math	
Jude Julien	Member/Staff/Science Teacher	
Craig Moss	Member/Staff/ELA Teacher/Data Specialist	
Margaret Gantt	Member/Parent	
Nicole Brown	Member/Parent	
Carmen Rosado	Member/Parent	

Nanette Pardo	Member/Parent	
Vita Haskins	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 Improve student achievement in mathematics.

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

By the end of the school year, 40% of students currently on Levels 1 and 2 will move into the next higher level as measured by the NYS Math Exam administered in Spring 2012.

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.

According to the 2011-2012 School Differentiated Accountability Status: October 2011, MS 145X is in advanced Restructuring—Comprehensive .According to the Joint Intervention Team Report (3/11) (JIT) Performance Data for the school on NYSED Accountability Overview (AOR) for 2008-09 and 2009-10 indicate an increase in the achievement gap between identified subgroups and the All Students subgroup in one or more of the identified subject/areas (Math—Students with Disabilities). Recommendations from the JIT included development of a written math curriculum that includes scope and sequence provided by the texts used and then be aligned with standard expectations and incorporate differentiated instructional strategies to ensure that the needs of all student subgroups are appropriately planned and met; additional training in differentiated instruction according to data analysis to meet the identified learning needs of the students and provide for flexible grouping; share best practices in integrating literacy in mathematics; create rubrics that establish consistent expectations for achievement across each grade and class and insure that rubrics are aligned with the mathematics standards; provide for weekly common planning time for math teachers so they can plan collaboratively, address common student learning problems, create common assessments, analyze student data and share best practices.

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.

Structure math groupings to provide enhanced opportunities for acceleration to all students on an ongoing basis.

Utilize Acuity assessments to target skill acquisition needs of individual students and underperforming student groups and create flexible groupings accordingly.

Administration and math lead teacher will facilitate the administration and evaluation of Acuity math assessments by math teaching staff to provide specific and meaningful data targeted to instruction occurring in leveled math groups in a timely manner as per the assessments.

Administration will provide weekly common planning time for the collaboration of math teachers in planning and implementing instructional strategies.

Common planning time will be used to include teachers in the decision-making process of choosing assessments, creating rubrics, and evaluating strategies being employed.

Programs for improving math achievement include: School Leadership for ELLs, EPath, Enhanced Engrade for creating lessons, providing WIKI space, and turn-in's for immediate feedback, differentiation and trend towards going green; Digital Learning training and practice, Destination Math.

Data Specialist will provide training for resources necessary to facilitate data collection and analysis on an as needs basis.

Data Specialist will train staff in the utilization of ARIS to facilitate data analysis on an as needs basis.

Experts in the field will provide professional development in differentiation strategies in the mathematics classroom as well as how to incorporate literacy in the mathematics classroom.

Provide PD that helps teachers utilize inter-visitation and allow school leaders to use teacher observation strategies that focus on promoting skills acquisition among students.

Evidence: Acuity Assessments

NYS Math results

Programming artifacts to illustrate grouping / acceleration structures

Teacher team artifacts – minutes, data analysis.

Lesson plans / Curriculum maps that reflect the principles of UDL.

Teacher created Common Core-aligned tasks and samples of student work.

Strategies to increase parental involvement

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

Provide materials and training to help parents work with their children to improve their achievement level in the subject areas.

Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.

Engage parents in the discussion and decisions regarding the required Title I set aside funds.

Maintain a Parent Coordinator to serve as a liaison between the school and families and who will provide parent workshops based on the needs of the parents and students, and who will help to ensure that the school environment is welcoming for all, as well as maintain a lot of events and activities planned for parents each month.

Provide opportunities for parents to help them understand the accountability system, as proficiency levels and Learning Environment Survey Report.

Host the required Title I Parent Meeting on or before December 1st of each school year.

Translate all critical school documents and provide interpretation during meetings and events as needed.

Encourage meaningful parent participation on School Leadership Team, Parent Association.

Host a Title I Parent Curriculum Night.

Provide written progress reports that are periodically given to keep parents informed of their children's progress.

Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are Highly Qualified.

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.

SAPIS Worker works with students at risk on violence prevention In order to provide a most nurturing classroom environment. The Wellness for Children Committee

works toward providing students and families with eye care and medical assistance as well as providing classes before school on topics as nutrition, exercise, living a healthy lifestyle, all of which enable the children to fare better in school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Title III, SES, NYSTL, common planning time, SWP, per session, JIT monies if available, for additional teachers and trainings.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 Improve academic progress of English Language Learners

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By the end of the school year, 20% of the English Language Learners will demonstrate academic progress as measured by their raw scores on the NYSESLAT 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. According to the JIT (3/11), it was recommended that the school leaders train all staff on the content of the Language Allocation Policy (LAP) for ELL's in both transitional bilingual and ESL classes and school leaders should monitor implementation through observation. Additionally, bilingual and ESL teachers should be trained in the use of SMART Board technology so that all students have equal opportunity to use technology to support their learning. Common planning time should be allocated to teachers of ELL's and SWD to plan collaboratively, address common student learning problems, create common assessments, analyze student data and share effective practices. According to the NYC Progress Report 2010-11. In the Closing the Achievement Gap category, this school received a 4 out of a 15 maximum score: The percent at 75th Growth Percentile or Higher English for ELL's was 49.2%, giving us a 1.0 point earned.

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.

All ELLs will receive targeted instruction through content-classes.

All ELLs will take interim and predictive assessments in ELA as scheduled by the Network.

The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas. Training by the Bilingual specialist will be provided for all teachers on LAP, ELL strategies, NYSESLAT exam components and strategies.

Teachers of ELLs will engage in QTEL training through the DOE and / or engage in a QTEL book study via our network.

English Language Learners will receive additional academic support from ESL-certified teacher supported by the network specialist and by reducing class and group size as much as possible.

Data Specialist will provide instruction in use of SMART Boards for the Bilingual/ESL teachers on an as need basis

Saturday Academy will be offered to all ELLs and will be modified regularly to target as many students as possible.

Diverse strategies and research-based materials will be used to address student needs, as, Manhattan Theater Club, School Leadership for Ells, Destination Math, RIGOR throughout the school year.

ELL teams will work with network specialists to refine at least one unit to reflect the principles of Universal Design for Learning.

Evidence: Curriculum Maps / Unit Plans / Assessments / Rubrics

Minutes from professional development sessions and team workgroup

Attendance records for Saturday Academy

Student report cards and teacher-created assessments, NYSESLAT results

Attendance sheets and artifacts from professional development on teaching strategies for the ELL student in all content areas and LAP as it relates to overall student performance.

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.
- Specifically, the school will be responsible for translating all critical school documents and provide interpretation during meetings an events as needed, sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All BL and ESL teachers are Highly Qualified.

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.

SAPIS Worker works with students at risk on violence prevention In order to provide a most nurturing classroom environment. The Wellness for Children Committee works toward providing students and families with eye care and medical assistance as well as providing classes before school on topics as nutrition, exercise, living a healthy lifestyle, all of which enable the children to fare better in school.

Budget and resources alignment

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

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 Improve writing instruction by designing a rigorous standards-based writing curriculum that aligns to the Core Curriculum Learning Standards (CCLS) building in student stamina to be able to write longer argument works

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

By the end of the school year, 40% of students currently on Levels 1 and 2 will move into the next higher level as measured by the New York State ELA exam administered in Spring 2012.

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.

According to the NYC Progress Report 2010-2011 this school scored 5.9 out of 25 in Student Performance: Percentage of students at level 3 or 4 in English was 16.75%. According to the Jlt (3/11), it was recommended that the school should create a curriculum and professional development plan based on the needs of teachers and students in order to improve pedagogy and accelerate student achievement. The Common Core Curriculum State Standards must be addressed and common planning time must be allocated to meet the need of designing a rigorous standards-based writing curriculum that aligns to CCLS building student stamina to be able to write longer argument works.

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.

Teacher leaders will participate in professional development provided by our network to delve into the Core Curriculum Standards and work on curricular alignment.

By the first week of each marking period cycle, content teams have identified measurement topics for one unit around informational text to promote consistency and ensure alignment to the CCLS / NYCDOE Instructional Expectations.

Throughout the year, teams refine curriculum maps to reflect alignment to the CCLS.

Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.

Special Education and ELL teams will work with network specialists to refine at least one unit to reflect the principles of Universal Design for Learning.

Incorporate opportunities for all students to engage in higher order thinking, independent inquiry, research and presentation, and sustained reading and writing for meaningful purposes in all content areas. PD will be provided by ELA coach throughout the school year.

Use ITA's to inform and improve quality of instruction, as well as to support student progress. Analysis of data during weekly conferences will determine how data-informed decisions will support both student and teacher progress. PD will be provided by ELA coach, lead teachers and data specialist.

Develop and maintain a comprehensive curriculum that deepens the level of critical thinking and provide opportunities of learning based on activities that identify depth of knowledge. Use a model curriculum that identifies grade level expectations. Monitor the curriculum in special education and ELL classrooms to determine student progress and use

of resources.

Evidence: NYS ELA Exam results

Evidence from ITA results

NYC Progress Report Metrics

Curriculum Maps / Unit Plans / Assessments / Rubrics

Minutes from professional development sessions and team workgroups.

Strategies to increase parental involvement

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

Provide materials and training to help parents work with their children to improve their achievement level in the subject areas.

Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.

Engage parents in the discussion and decisions regarding the required Title I set aside funds.

Maintain a Parent Coordinator to serve as a liaison between the school and families and who will provide parent workshops based on the needs of the parents and students, and who will help to ensure that the school environment is welcoming for all, as well as maintain a lot of events and activities planned for parents each month.

Provide opportunities for parents to help them understand the accountability system, as proficiency levels and Learning Environment Survey Report.

Host the required Title I Parent Meeting on or before December 1st of each school year.

Translate all critical school documents and provide interpretation during meetings and events as needed.

Encourage meaningful parent participation on School Leadership Team, Parent Association.

Host a Title I Parent Curriculum Night.

Provide written progress reports that are periodically given to keep parents informed of their children's progress.

Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are Highly Qualified.

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.

SAPIS Worker works with students at risk on violence prevention In order to provide a most nurturing classroom environment. The Wellness for Children Committee works toward providing students and families with eye care and medical assistance as well as providing classes before school on topics as nutrition, exercise, living a healthy lifestyle, all of which enable the children to fare better in school.

Budget and resources alignment

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

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 . Improve school-wide communications and community engagement

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
At least 90% of all teachers and 65% of all parents/caregivers will respond to the School 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.
The findings of the JIt (3/11), revealed that despite the efforts of the Parent Coordinator, attendance at Parent Association meetings averaged only 25 parents per month. Additionally, it was reported that only 25% of the parents look at the ARIS and/or Engrade systems to track student progress. The NYC Progress Report 2010-11 reveals that in the School Environment Category this school received an 11.4 out of 15 (A).

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.

The PTA will formally nominate Communications Sub-committee who will collaborate with the principal on school-wide communications to parents. The committee's work will include:

Monthly "backpack newsletters" that will also be posted on the school website.

Monthly parent workshops

Training by Data Specialist in Enhanced Engrade, Reading Tracker and ARIS for parents.

School-wide Field Day to build a sense of community among students, staff and parents.

Creation of Student-Parent-School Contract to clearly define uniform policy, lateness, behavior and academic expectations

Evidence: School Survey metrics

Agendas / Sign-ins from parent events

Archived copies of Backpack News

Screen shots from school website

Copy of Contract

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.

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;

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;

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;

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.

N/A

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.
- Wellness Committee will provide nutrition counseling for families.

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	23					7	7	
6	20	100		20	19	6	35	22
7	28	24	10	10	23	9	26	13
8	12	12	15	15	15	11	31	14
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>AIS (Title I SWP funding) in ELA is being implemented in a variety of ways:</p> <ul style="list-style-type: none"> • Differentiation of instruction within the ELA 90 minute blocks • Skills, strategies and comprehension work during small-group Saturday Academy sessions • SLAMS strategy for reading comprehension and writing instituted in certain classes during the school day • Rosetta Stone, Playwriting, Dreamyards, Manhattan Theater Group, RIGOR programs during and after school/Saturday Academies. <p>English as a Second Language:</p> <ul style="list-style-type: none"> • 45-90 minute periods per week as per ESL regulations—pull out program • Differentiation of instruction in ELA classes based upon the data • Scaffolding of instruction • Small group instruction on test taking skills during Saturday Academy • Co-teaching with BL and general education teachers by certified ESL/ELA Lead Teacher • Rosetta Stone, Playwriting, Dreamyards, Manhattan Theater Group, RIGOR programs during and after school/Saturday Academies.
Mathematics	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiate instruction based on data • Use of manipulatives and hands-on instruction in small groups • Skills and strategies for test taking during Saturday Academy <p>Destination Math Program for ELLs, Students with Disabilities, SIFE students.</p>
Science	<ul style="list-style-type: none"> • Science teacher works with students on topics covered in class during the day <p>Research assistance by teacher for inquiry based projects</p>
Social Studies	<ul style="list-style-type: none"> • Social Studies teacher in collaboration with the ELA teacher work with a small group of students to increase vocabulary and comprehension in the content area. <p>Small group intervention for projects</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>School counselors work with all subgroups, including Students with Disabilities, Black, Hispanic, LEP and Economically Disadvantaged during the school day, on an as needs basis in small group or one on one sessions. Services offered in English and Spanish. Students are taught how to deal with personal issues including school, family, bullying. Family outreach, peer counseling, peer mediation also available.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The School Psychologist will test at-risk students to identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services as student counseling, family counseling and medical outreach. Agency referrals, educational, social and personal services during the school day are provided to all subgroups in grades 5-8 on an as needs basis. The services are offered in English and Spanish.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social Worker provides counseling services to at risk students, especially those in SWD, LEP, Black and Economically Disadvantaged subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<p>At-risk Health-related Services</p>	<p>Speech—The Speech professional utilizes the curriculum maps that the students’ teachers utilize in the ELA classes, including ELLs and students with disabilities. Language and auditory processing activities are based upon curriculum. Speech teachers also utilize the present levels of performance to determine the best objectives and strategies to access curriculum. Consultation with classroom teachers is ongoing and thus speech is not an entity unto itself, but a part of the whole education of the children involved, including those in general, special and BL education.</p>

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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X145 **School Name:** Arturo Toscanini Middle School 145X

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

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

Category: Basic Focused Comprehensive

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

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

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

According to the 2011-2012 School Differentiated Accountability Status: October 2011, MS 145X is in advanced Restructuring—Comprehensive. According to the Joint Intervention Team Report (3/11) (JIT) Performance Data for the school on NYSED Accountability Overview (AOR) for 2008-09 and 2009-10 indicates an increase in the achievement gap between identified subgroups and the All Students subgroup in one or more of the identified subject/areas (Math—Students with Disabilities). Recommendations from the JIT included development of a written math curriculum aligned with standard expectations and incorporating differentiated instructional strategies to ensure that the needs of all student subgroups are appropriately planned and met; additional training in differentiated instruction according to data analysis to meet the identified learning needs of the students and provide for flexible grouping; share best practices in integrating literacy in mathematics; create rubrics that establish consistent expectations for achievement across each grade and class and insure that rubrics are aligned with the mathematics standards; provide for weekly common planning time for math teachers so they can plan collaboratively, address common student learning problems, create common assessments, analyze student data and share best practices.

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

A Saturday Academy program is provided for students in math allowing for small group instruction to meet individual needs. After school programs provide small group instruction in mathematics as well. Common Planning time has been allocated to provide support for math teachers for all students, ELLs and Students with Disabilities, as recommended by the Joint Intervention Team.

Part B: For Title I SINI Schools Only

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

A portion of the Assistant Principal's salary is being funded by 10 percent of the Title I funds allowing for professional development in mathematics, including strategies for flexible grouping according to ongoing data analysis, using literacy in the mathematics classroom, working with the ELL and SWD population and differentiated learning.

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

The Assistant Principal will work with and provide necessary support for teachers that are not highly qualified. Additionally, these teachers will be provided a visitation schedule to observe best practices.

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

The school will backpack letters provided by the NYCDOE in January as mandated and will schedule a parent conference during which the principal will notify parents about the school's identification for school improvement. Oral interpretation and written translations will be utilized.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello-Anselmi	District 9	Borough Bronx	School Number 145
School Name Arturo Toscanini			

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

Principal Robert Hannibal	Assistant Principal Nelida Gonzalez
Coach ELA--Lisa Primus	Coach type here
ESL Teacher Ana Ramirez	Guidance Counselor type here
Teacher/Subject Area ELA--Mrs. Irma Vasquez-Beltre	Parent Ada Polanco
Teacher/Subject Area Bilingual SN--Frank Polanco	Parent Coordinator Abigail Freeland
Related Service Provider Sharon Leonce	Other type here
Network Leader Bob Cohen	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	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	486	Total Number of ELLs	181	ELLs as share of total student population (%)	37.24%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. A Language Allocation Policy (LAP) is a systematic plan for language development that guides programmatic and curricular decisions for English Language Learners until they test Proficient on the New York State ESL Achievement Test (NYSESLAT). Our goal at MS145X is for ELLs to develop their Cognitive Academic Language Proficiency and metalinguistic skills. At MS 145X, ELLs are identified based on the language other than English indicated on the Home Language Survey administered by the ESL coordinator. In addition, a LAB history is conducted for those students already in the system to ensure that they are eligible to take the NYSESLAT. ATS reports will be used to determine NYSESLAT eligibility. Additionally, the ESL coordinator will ensure that the four components, which encompass Listening, Speaking, Reading, and Writing will be addressed. Furthermore, specified teachers will attend a workshop to enhance knowledge of the test and how to effectively administer the four components. Oral interviews with parents are conducted by an ESL/Bilingual pedagogical staff member and translator at the time of registration, whereby parents are given a choice to opt for the Transitional Bilingual Education (TBE) Model or the free-standing ESL program and Dual language program. Parental choice letters will then be kept on file. During Curriculum night in September, parents are also invited to learn more about the services that we provide for ELLs at our school. ESL/Bilingual programs whereby parents are presented with a Parent Choice video as well. Writing samples as exemplars can also be administered at the time of arrival. Lab-Rs are to be administered within ten days of arrival for students who are new to the system. Spanish-speaking new arrivals will also take the short form of the Spanish Lab-R. The NYSESLAT is administered annually and students must test Proficient, as this exam is the exit criteria under CR Part 154.

2. At MS145X, oral interviews are conducted during registration, whereby parents are informed of the TBE, Dual Language, and Free-standing ESL Program offered at the school. These programs will be explained to the parents by the ESL coordinator, Bilingual teachers, and Administration. Interviews are conducted by the pedagogical Bilingual/ESL staff. In addition to the on-going orientation for parents we provide throughout the year, Parents are shown the Parental Choice video during Curriculum night and are assessed of the differences in the Program models. Moreover, parents will be notified by phone and in writing when a TBE Program they have previously chosen becomes available. Since MS 145X does not offer a Dual Language Program, parents will be directed to the closest neighborhood school which offers the program (MS 218X).

3. At MS145X entitlement letters are translated into Spanish, French, Bengali, and Urdu to ensure that the diverse linguistic needs of ELLs' parents are met. These letters are provided during registration as well as Curriculum Night in September. They are kept on file and parents who do not sign or return letters in a timely manner receive follow-up phone calls. The ESL Coordinator is responsible for monitoring the timely distribution of the entitlement letters.

4. The criteria for identifying ELL students in a TBE or Free-standing ESL Program and Dual language are as follows: First, the Home Language Survey is assessed for ELL eligibility. Parents are also given the option to decide on the Transitional Bilingual Education Program Model, whereby standards-based literacy instruction is provided in the first language and in English. Free-standing ESL provides all instruction in English using ESL methodologies aligned to ESL and Common Core Standards. We communicate this information to parents in their native language. Continued entitlement letters are also distributed to parents and are maintained in the main office.

5. After reviewing the Parent Survey and Parent Selection forms, the trend at MS145X in program choices is that parents have selected the TBE Program for new arrivals from the Dominican Republic. Therefore, a new fifth grade Bilingual class comprised of 32 ELLs has

been added. The new arrivals from Africa, Bangladesh, and Pakistan are placed in a free-standing ESL Pull-out Program taught by a State Certified ESL teacher. Data to support these trends at MS 145X, is supported by the parent survey and program selection choice for the past years, whereby 85% of the parents opt for the TBE program for new arrivals from the Dominican Republic.

6. The Program models which include one fifth grade TBE class, one 6/7 Bridge Bilingual class, one 6/7 Bilingual Special Needs class, one eighth grade Bilingual class, and one Free-standing ESL Pull Out Program (grades 5-8). According to CR Part 154, advanced ELLs have 180 minutes of ESL per week, while intermediate and beginning ELLs have 360 minutes per week. The program models offered at MS 145X are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	53
SIFE	19	ELLs receiving service 4-6 years	47
		Special Education	37
		Long-Term (completed 6 years)	25

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	36	14	6	25	0	6	4	0	0	65
Dual Language										0
ESL	17	5	0	18	0	17	26	0	9	61
Total	53	19	6	43	0	23	30	0	9	126

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						7	17	29	30					83
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	0	0	0	0	7	17	29	30	0	0	0	0	83

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: ___ Asian: ___ Hispanic/Latino: ___
 Native American: ___ White (Non-Hispanic/Latino): ___ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						9	15	17	22					63
Chinese														0
Russian														0
Bengali						1	1	6	1					9
Urdu						1	1	1	1					4
Arabic														0
Haitian														0
French						0	3	1	1					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	3	5	3					13
TOTAL	0	0	0	0	0	13	23	30	28	0	0	0	0	94

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. The organizational models at MS145X include both self-contained classes for the Bilingual students in the Transitional Bilingual Education Program Model, as well as a Pull-out ESL Program for students in grades 5-8th. There is one Bilingual 5th grade self-contained class, one Bilingual 6/7th Bridge class, one Bilingual 6/7th Special Needs self-contained class, and one Bilingual self-contained eighth grade class. The ESL also pushes in and co-teaches during peer coaching. There is also direct collaboration with the Bilingual teachers. The ESL Pull-out Program is ungraded and Heterogeneous, and the Bilingual classes are Heterogeneous. Teachers travel to the Bilingual Classrooms, and students travel as a class (Block) to the ESL classroom.

2. The organization of the staff at MS145X ensures that the mandated number of instructional minutes is provided according to the proficiency levels of each program model. ESL instruction for all ELLs as required under CR Part 154 is as follows: 180 minutes per week for advanced ELLs, and 360 minutes per week for beginners and intermediate ELLs. For the TBE Program, there are 45 minutes per day of Native Language Arts for advanced ELLs, 45-60 minutes per day for intermediate ELLs, and 60-90 minutes per day for beginners. ELA instruction for all ELLs as required under CR Part 154 indicates that Advanced ELLs will receive 180 minutes per week.

3. In the Free-standing ESL Program at 145X, content areas such as ELA, Math, Science, and Social Studies are taught in an interdisciplinary modality using ESL methodologies and differentiated instruction. Student data both formative and summative are used to plan groupings and ESL lessons. Balanced Literacy is also implemented with scaffolding in both reading and writing, using visuals, graphic organizers, technology for research, audio books and Read-Alouds to address the auditory learners. Additionally, Native language support for the content area in ESL program is provided by having multi-lingual dictionaries and multicultural classroom libraries. The ESL teacher provides reading and writing activities across the content areas in an interdisciplinary manner with a focus on vocabulary development across the content area. The TBE Program at MS145X utilizes the Additive Approach, whereby the ELLs' first language (Spanish) is developed so they can transfer concepts more readily in their second language or English. Acuity, ESL Periodic Assessments, The ELE Reading Assessment for Bilingual Students, as well as Baseline Writing Assessments are utilized to differentiate instruction. NYSESLAT proficiency levels are also included.

4. If a Spanish-speaking new arrival enters the system, the short form of the Lab-R is administered in Spanish. In addition, the ELE Spanish Reading Test is used as a midline assessment for Bilingual students. Within the TBE Program, ELLs are assessed in their first language in the content areas depending on their level of proficiency in English. When students are new arrivals, they are also given a baseline writing assessment in their first language to assess their cognitive skills. Additionally, the Home language survey, administered by an edgogue determines Lab-R eligibility for new arrivals as well as which program model is appropriate. All parental choice letters are translated in an effort to provide effective communication with parents of ELLs.

5.a. At Ms145x, the 19 SIFE students who have had interrupted formal schooling in their country of origin also receive Academic Intervention Services through extended day literacy/math programs, as well as the Saturday Academy. The Academic Advantage Program

A. Programming and Scheduling Information

will focus on ESL strategies and will enhance the SIFE's cognitive skills through differentiated small-group instruction and ongoing assessments both formal and informal. Additionally, the school provides after school programs geared to small group instruction in Literacy and Math for the academic school year. Translated letters in Spanish, French and Bengali are sent to the parents of ELLs to notify them of these additional services. During school, we provide small group instruction, leveled classroom libraries of high interest geared specifically to the needs of SIFE students. For instance, scaffolding using visual, read aloud, manipulatives, and cooperative learning activities will be encompassed to meet the needs of the diverse learning styles of SIFE. For auditory learner read aloud will be conducted during and portfolio assessment will also included another assessment criteria. Moreover, Bilingual dictionaries will be provided during class and classroom library will include high interest multilevel books which will engage the SIFE more effectively.

b. The plan for Ells at MS145X, who have been in school less than three years (newcomers) includes differentiated small-group instruction with scaffolding and vocabulary development. Research-based software is also utilized on an individual bases to promote comprehension skills in reading. Newcomers are also paired so that they can work collaboratively with their peers. Diagnostic tests are also administered to ascertain the Ell's level of proficiency in English. These assessments include all domains: speaking, reading, writing, and reading. For the ELLs who will be tested after one year due NCLB Act, Saturday Academy will provide Academic Intervention Services, focusing on language development skills utilizing ESL Methodologies. Also, in an effort to ensure that the material is comprehensible and promotes second language development, Bilingual and ESL teachers will scaffold lessons in an interdisciplinary manner.

c. At MS145X, longterm ELLs (4-6 yrs.) will develop their Cognitive Academic Language Proficiency by focusing on story analysis, higher order questioning techniques, and research skills to enhance their writing. Furthermore, special focus will be placed on test-taking activities, extended reading and writing tasks including response to literature and aligned to the Common Core Standards.

d. Our plan for longterm ELLs who have completed six years is to provide enrichment activities to promote their cognitive skills in reading and writing such Reader's Theatre and Playwriting Program for Bilingual students through The Manhattan Theatre Club, whereby students will produce original scripts thereby enhancing their writing skills.

6. The instructional strategies and grade-level materials that teachers of ELLs-SWDs use that both provide access to academic content areas and accelerate English language development are as follows: Read alouds, to promote listening and note taking skills, use of graphic organizers to assist ELLs in organizing ideas during The Writing Process, focusing on diverse metagognitive reading strategies such as questioning, visualization, and summarization metagognitive skills. Voices in Literature which is a grade level text and has culturally diverse fiction and non-fiction materials. Auditory learners use audio books and visual learners can benefit from lessons utilizing interactive whiteboards and other technological tools.

7. MS 145X uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELLs and SWDs within the least restrictive environment by providing two CTT classes in which ELLs with IEPs are intergrated with general education students to promote their academic development. The literacy lead teacher also collaborates with teachers of ELLs-SWDs by providing team teaching activities using scaffolding and ESL methodologies.

Courses Taught in Languages Other than English

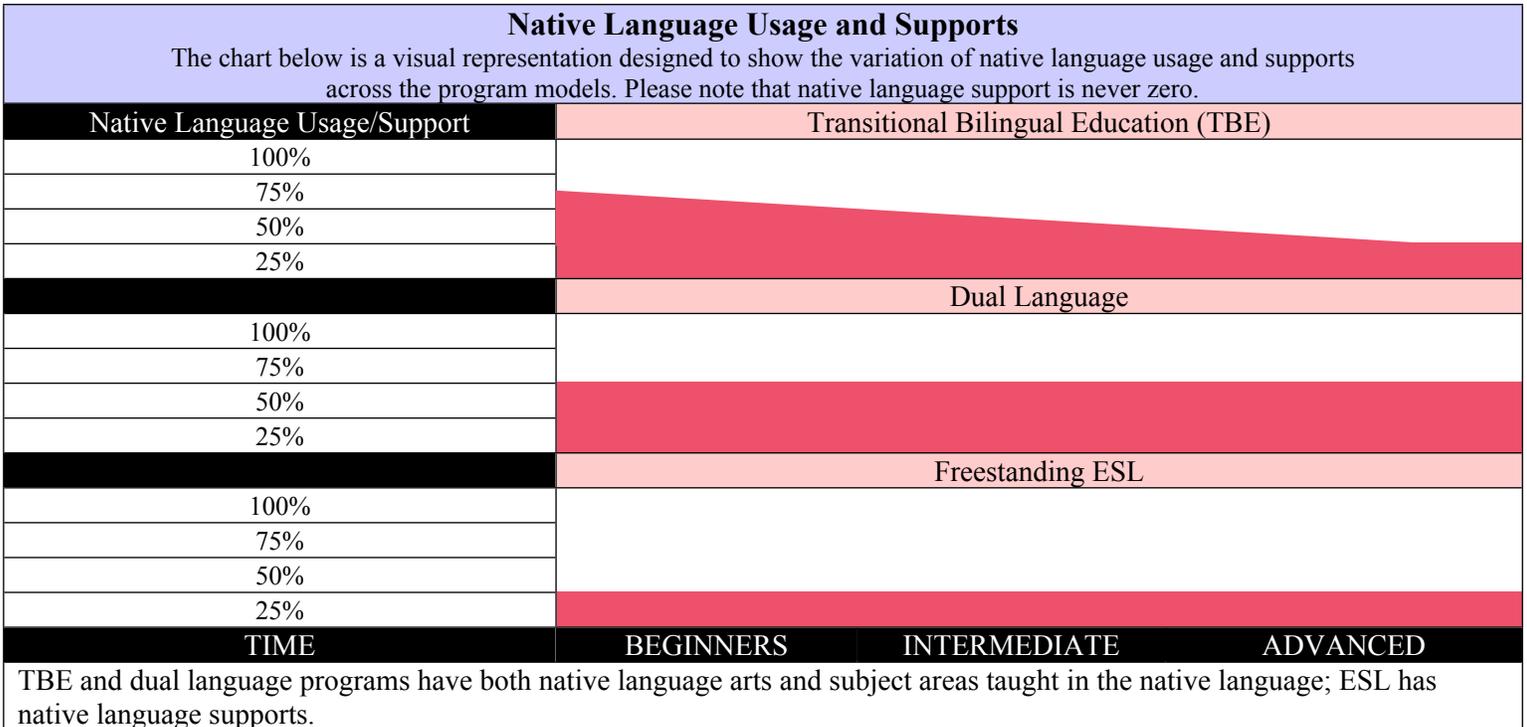
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Spanish			
Social Studies:				
Math:				
Science:				

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLs in ELA, math, and other content areas include Math and ELA Academic Intervention services for math once a week during extended day. In addition, Beginning ELLs also meet with the ESL teacher during extended day for additional linguistic support. Additionally there are twelve 5th grade ELLs who are in a 5th grade Bilingual Special Needs Class and 17 ELLs in two CTT classes. The Saturday Academy at MS145X also provides test sophistication strategies in ELA, math, science, and social studies. There is also an Academic Intervention Program, which will meet three times a week for the duration of the Academic School Year, which will focus on small group instruction for ELLs. English is the targeted language, although there can be native language support. According to the SP 2011 NESESLAT scores, 90% of the ELLs tested scored at the Beginning or Intermediate Levels on the Reading/Writing section, which indicates that their literacy and test sophistication skills need to improve.

9. The plan for continuing transitional support (2 yrs.) for ELLs reaching proficiency on the NYSESLAT include testing accommodations for extended time for the ELA, math, and content area tests. Moreover, students will continue to work with the ESL teacher during small group instruction and team teaching activities.

10. New programs and improvements for the upcoming school year at MS145X are as follows: Firstly, The research-based Academic Advantage Program on Saturdays will focus on ELLs and utilize ESL strategies, as well as the integration of technology for online assessments in reading. Another program which will enhance the ELLs' cognitive skills is a small group tutoring academic program which will be given three times a week. The eighth grade Bilingual class will partake in a Playwriting Program in collaboration with The Manhattan Theatre Club. Additionally, The Early Stages will focus on storytelling and cultural awareness for ELLs and The Young Producers Program will enhance ELLs' writing and social skills through improvisations and video productions. The English Language and Literacy through the Arts Title III Immigrant Program will also continue from the Summer Session in 2011 to Saturdays beginning in December through May 2012.

11. Destination Math, a computer-based academic intervention program for ELLs will be discontinued due to lack of funding. Instead of Destination Math, ELLs will have access to the computer lab whereby they will engage in interactive math programs and activities online. They can also take both teacher made and standardized math assessment online through E-path and Acuity. The program was bilingual and serviced grades 5-8th.

12. ELLs are afforded equal access to all school programs at MS145X including after-school programs and supplemental services. During Curriculum Nights parents of ELLs are provided with the various programs offered for academic enhancement during the academic school years. All parental letters and consent forms are translated and distributed to the parents for their information concerning support services. ELLs are participants in the Extended Day program where they receive differentiated instruction in ELA and Math. Also, ELLs have access to the computer lab and they utilize E-Path and Acuity for additional support in literacy. On Saturdays ELLs will partake in a program which focuses on teaching literacy through the Arts. They will also be part of an additional Saturday program (Academic Advantage) which will focus on developing their Cognitive Academic Language Proficiency. The school also will provide a small group instruction for ELLs three times a week.

13. Instructional materials/programs used to support ELLs include the Rigor Intervention Program, which supports Science and Social Studies, as well as ELA through classroom libraries and activities. There is a grammar component to enhance students' language development. ELLs in the ESL and Bilingual Program also have access to netbooks and laptop for research and writing purposes. The writing component will include response to literature, journal writing, subjective and objective writing. For the Bilingual SIFE students, we have the Benchmark Education Program, which develops literacy skills for SIFE Bilingual students in English. The NYSESLAT Books are also integrated in the ESL curriculum for test readiness (grades 5-8th). The ESL classroom library is also leveled and reflects the cultural diversity of the students.

14. Native language support is offered in the TBE Program model at MS145X is offered according to NYS CR Part 154 mandates. Beginners will receive 60-90 minutes of Native Language support per day, Intermediates will receive 45-60 minutes per day, and Advanced ELLs will receive 45 minutes per day. In the ESL Program, ESL methodologies are utilized to enhance comprehensible input

B. Programming and Scheduling Information--Continued

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E. Parental Involvement

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

1. Parents of ELLs at MS145X are engaged throughout the Academic School year by having access to the computer lab to access Aris, taking math classes administered by the Assistant Principal, taking GED classes in collaboration with the Parent Coordinator, and ESL classes on Saturdays. Last year, parents of ELLs also participated in the We Are NEW YORK Program provided by the ESL teacher and Parent Coordinator. In addition to Parent-teacher conferences, parents of ELLs are invited to attend Curriculum Night and Grade level orientation meetings with teachers. Various cultural activities, as well as Author's Celebrations and student performances also engage the parents. Additionally, translation services are available through the Parent coordinator who has parents to translate all communication in Spanish, French, Bengali, Urdu and Twi.

2. The Parent Coordinator of MS145X has partnered with Community Based Organizations and the Mayor's Office of Immigrant Affairs to provide both culinary and English classes for ELLs.

3. At MS145X, we have parent surveys and the Parent Coordinator continuously interacts with parents on a weekly basis to assess their immediate needs and concerns. She also has provided workshops related to the ELLs' parents social and academic needs; thus, a culinary class, basic math, and a conversational English class have been provided. All parent survey are translated in various languages to meet the needs of parents of ELLs. The primary languages are Spanish, French, Bengali, and Urdu. In addition, both Assistant Principals communicate directly with parents, both verbally and in writing. Parents are also invited to visit classrooms and discuss their academic concerns with the teachers of ELLs. Parents are also encouraged to use the parent link on ARIS to monitor their childrens' academic progress.

4. In our school community at MS145X, there is a diverse demographics as we have parents from Africa, the Dominican Republic, Bangladesh, and Mexico. Therefore, parents receive ESL classes, GED, and math classes to meet their social and linguistic needs. Additionally, since many parents want to become more engaged in their children's schoolwork, tasks, and assessments, they are encouraged to navigate Parent Aris as well as engrade, our grading format. Explicit instruction is provided and translators are available among the parents and/or pedagogical staff.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. The professional development plan for the entire school community at MS 145X includes network monthly ESL meeting and professional development opportunities related to second language acquisition, Language Allocation Policy, and Benchmark assessments for ELLs. At the school level, teachers of ELLs are engaged in PD related to the NYSESLAT, Language Proficiency levels, Scaffolding for ELLs in mainstream classes, as well as Benchmark assessments for ELLs. Teachers also use specified writing rubrics to assess student work during grade meetings during and after school. These will continue throughout the school year. In December we will also be provided with additional PD related to supporting the ELLs through the network. Our PD dates for the current year at MS 145X are as follows: Nov. 3rd - Language Allocation Policy, Presented by the Bilingual teacher and the ESL coordinator. Nov. 8th - Supporting Needs for ELLs, focusing on ESL strategies for the mainstream classrooms, presented by the Bilingual teacher and the ESL coordinator. Dec. 8th PD on Assessments for ELLs, presented in conjunction with the Network ELL liaison. Dec. 22nd PD on SESIS compliance, Jan. 12th PD on analyzing writing

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2. Staff is provided with support for ELLs as they transition from middle school to high school in various ways. There is an eighth grade orientation day for parents, who are informed by the eighth grade guidance counselor and staff about the diverse ELL Programs in high schools and the requirements. Additionally, staff is informed about high school fairs and specified high school program models. They also are advised about the specialized high schools and focus on essay writing for ELLs.

3. The Lead teacher/ESL Coordinator provides the minimum 7.5 hours for ELL training for all staff as per Jose P. in collaboration with the Bilingual and Speech and Language Provider during the academic school year. Records are maintained in the main office.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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4. In our school community at MS145X, there is a diverse demographics as we have parents from Africa, the Dominican Republic, Bangladesh, and Mexico. Therefore, parents receive ESL classes, GED, and math classes to meet their social and linguistic needs. Additionally, since many parents want to become more engaged in their children's schoolwork, tasks, and assessments, they are encouraged to navigate Parent Aris as well as engrade, our grading format. Explicit instruction is provided and translators are available among the parents and/or pedagogical staff.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

1. At MS145X, Acuity as well as the DRA is used as a diagnostic tool to measure reading comprehension. The E-Path online assessments are also utilized and include teacher-made tests. Running records to measure reading comprehension, word analysis, summarization, and

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.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B						2	3	2	1				
	I						1	5	5	2				
	A						17	29	13	5				
	P						5	7	8	2				
READING / WRITING	B						5	8	12	3				
	I						12	14	8	4				
	A						5	16	5	2				
	P						3	0	3	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3				0	0
4					0
5	6	15	13	0	34
6	7	11	0	0	18
7	18	12	1	0	31
8	14	9	2	0	25
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	8		18		8		2		36
6	5		17		4		0		26
7	8		17		4		0		29
8	17		10		2		0		29
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	26		35		40		65		166
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	
ELE (Spanish Reading Test)	7	12	11	6					
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:

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.

Part VI: LAP Assurances

School Name:

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X145 **School Name:** Arturo Toscanini JHS 145X

Cluster: 1 **Network:** HOT104

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.

Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. From this ongoing process all teachers are aware of necessary translation requirements for their parents in advance of meeting with them. Specific ATS forms used include RHLA: Home Language Report and RPOB: POB/Lang/GeoReport. These reports assure that Interpretation and Translations services are available to all parents who are in need of them, not just parents of ELL students.

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.

The main language translation services needed is for the Spanish language (244 according to the RHLA), followed by 10 Bengali, 3 Akan, 4 French, 7 Mandinko, 4 Twi, 6 Soninke, 2 Niger Congo and 1 each of Afrikaans, Ethiopian, Ga. Sukima and south Arabic. Staff fluent in the language, including principal and assistant principal, counselors, teachers and office aides are numerous (Spanish, French) and available at all times for translation. The school community is advised of these translators at faculty conferences at the beginning of the school year and can call upon them when needed.

Part B: Strategies and Activities

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

The school offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys. School leaders insure that the services provided are at a written or oral level that represents a level of language that is objective and accurate.

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.

Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French and Bengali speaking new arrivals. .

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

The Office of English Language Learners has an online website, whereby documents can be translated into various languages and help parents other than those who need Spanish translation. In addition, the ESL teacher, as well as the school librarian, has dictionaries available in the first languages of our diverse student population. Our Parent Coordinator has all letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America. At MS 145, ELL students come primarily from the Dominican Republic, Mexico, Africa and Bangladesh, although other countries are represented. Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. The school, offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys. Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French and Bengali

speaking new arrivals. Thus, specified standardized exams in content areas (i.e., math) were translated into French for two English Language Learners in previous years.

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: MS 145X	DBN: 09X145
Cluster Leader:	Network Leader: Bob Cohen
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: A Saturday morning technology infused math program is in place to assist the ELL population on all grade levels to increase English language and math skills as per our goals: By the end of the school year, 20% of our English Language Learners will demonstrate academic progress as measured by the their raw scores on the NYSESLAT Exam, and, by the end of the school year, 40% of students currently on Levels 1 and 2 will move into the next higher level as measured by the NYS Math Exam administered in spring 2012. The program is intended to run from September 2011 through May 2012, on Saturdays from 9 AM to 12 PM. A certified BL teacher is employed and the language of instruction is English. The supplemental program used is Destination Math to increase proficiency in that area. A soccer component is incorporated into this program to allow our ELL population to maintain a component of their culture and to provide for the whole child.

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: In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on each professional development day to ensure that ELL strategies are shared with all teachers. PD sessions will include aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices, Common Core Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, and cultural sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the NYSESLAT to differentiate instruction and academic rigor will be stressed. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels. The Literacy Lead Teacher/Certified ESL teacher, Ms. Ramirez, will further address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transfer information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy Coach along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the ELL students. The Literacy Lead Teacher, additionally, plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become more familiar with the

Part C: Professional Development

needs of the ELL population.

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: Saturday morning ESL classes are provided for parents to increase their communication skills in English. Certified teachers, Ms. E. Cruz, Ms. B. Keith and Ms. T. Clarke provide the services. Classes are provided to both Spanish (Ms. Cruz) and African caregivers/parents (Ms. Keith and Ms. Clarke). Topics include real life experiences in English language, basic vocabulary and vocabulary that allows parents to communicate with children in English about school experiences and homework. Rosetta Stone is used as well as direct instruction. Parents are notified via backpack letters and phone calls.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		