



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** C.S.150

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 12/BX/C.S.150

**PRINCIPAL:** MR. IRIZARRY

**EMAIL:** EIRIZAR2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MYRNA RODRIGUEZ

## 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
Edwin Irizarry	*Principal or Designee	
Danielle Stagno	*UFT Chapter Leader or Designee	
Daisy Munoz	*PA/PTA President or Designated Co-President	
Helen Vega	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	
Jennifer Cosme	Member/SLT Chair	
Daliz Vasquez	Member/UFT	
Mireya Hinkson	Member/UFT	
Tarita Hinkson	Member/UFT	
Althea Prater	Member/UFT	
Juan Munoz	Member/Parent	
Nadine Ayala	Member/Parent	
Jessica Ramos	Member/Parent	
Jennifer Sanabria	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**

To improve English Proficiency of ELL students in grades K-5. By June 2012, there will be a 4% increase of English Language Learners that reach English Proficiency as measured by the 2011-2012 NYSESLAT.

### **Comprehensive needs assessment**

The NYSESLAT modality analysis indicates that in listening and speaking 39% of our students have reached English proficiency and only 14% have reached proficiency in reading/writing. There is a significant disparity between these strands. In our analysis of the data we find that the majority of our students in grades 1-5 performed at the advanced and proficient levels in listening and speaking. However, in reading and writing we have a decline in the number of students that reached the advanced and proficient level.

### **Instructional strategies/activities**

- ESL teachers will develop a tracking system based on NYSESLAT strands and proficiency levels in order to differentiate instruction for ELLs.
- ESL teachers will administer RIGBY ELL assessment throughout the 2011-2012 school year to monitor student progress in the four skills areas of listening, speaking, reading, and writing.
- ESL teachers will provide direct instruction in oral language development, reading/decoding, reading comprehension, writing mechanics, listening comprehension.
- ESL teachers will use MONDO bookshop program to support reading and writing instruction.
- Implementation of Imagine Learning software in grades K-5. Imagine Learning has been installed in bilingual classrooms and the computer lab so that students can access and utilize daily.
- Teachers will develop an Imagine Learning schedule for students with licenses. To ensure daily use.
- ESL small group services
- Teachers will input DRA2 data into Reading Tracker Monitoring System. Students will be identified by sub-groups such as ESL/ELL.
- Teachers in grades K-5 will assess students using DRA-2 and simulation standardized assessments in order to track progress and differentiate instruction.
- Teachers will utilize Literacy Action Plans and Reading Tracker to drive instruction.
- All Bilingual and ESL teachers will receive PD from an AUSSIE consultant in order to improve instruction and accelerate student achievement on the NYSESLAT exam.
- Coaches and PD Staff will model, co-teach, and serve as a support in classrooms
- AIS teachers will provide small group instruction in grades K through 5
- Teachers will implement differentiated instruction.

**Strategies to increase parental involvement**

- Provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Thursday sessions;
- Host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools;
- Host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

In order to ensure that our school will have 100% highly qualified teachers for the 2011-2012 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Staff Developer, ESL/Staff Developer). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements. Curriculum maps and pacing charts aligned to Common Core Learning Standards are distributed to all staff. Non-highly qualified teachers will also receive materials to prepare for certification exams as well as reimbursement for NYS teacher certification exams.

- Hiring and recruiting certified teachers to provide the children with quality instruction.
- Providing the teachers the opportunity to reflect on best teaching practices for ELLs during common grade planning time.
- A series of ELL and technology workshops provided by Title III funding.
- Using the Common Core Learning Standards to modify instruction for ELLs and provide standards-based instruction.
- Professional Development that has a focus on academic rigor for ELLs.
- Professional Development opportunities provided through LLSO, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.
- Providing teachers with appropriate resources and professional development on the following ELL programs: Imagine Learning English Software, Let's Talk About It (MONDO Publishing), Bookshop (MONDO Publishing) and Leveled Literacy Intervention Program to

effectively teach students.

**Service and program coordination**

- School based inter-visitation Program (Pre-k visits K classes)
- CS150's pre-school recruitment Program
- Title III ELL after-school program
- Title III Immigrant after School Program
- Breakfast and snacks in the Classrooms program

**Budget and resources alignment**

- Funding Source: Fair Students Funding, FSF Incremental, NYSTL textbooks and Title I SWP, Title III, Title III Immigrant Funding
- Thematic-based Literacy Curriculum Maps
- Spanish and English classroom libraries
- Spanish and English Dictionaries
- DRA 2 and ELL Trackers
- ESL Coordinator / Literacy Coach will provide: professional development, schedules for PD, and teacher support in classrooms.
- *Imagine Learning English* a software program for ELLs to support English language acquisition
- *MONDO Literacy Programs* selected teachers in grades K-5 will receive MONDO guided reading and shared reading materials.
- *Fountas & Pinnell (F&P)* Leveled Literacy Intervention program (LLI) Kits for grades K-3.

**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**

- To develop a unit of study with a task that is aligned to the Common Core Learning standards in literacy, and is rigorous and engaging (to meet the Citywide Instructional Expectations for 2011-2012). To have all instructional staff work collaboratively in grades K-5 during common planning time to create a nonfiction unit and task with selected Common Core Learning Standards in Literacy (selected CCLS in grades K-5 by NYC), by June 2012.

**Comprehensive needs assessment**

Our NYS ELA results from 2011 indicated that 18% of our students performed at level 1, 43% performed at level 2, 38% performed at level 3 and 1% performed on level 4. When comparing achieving performance levels of 1 and 2 and 3 and 4, only 39% of our students in grades 3-5 performed on or above grade level. After a careful analysis of our Literacy Curriculum Maps in grades K-5, we have found that there is a need to align our units of study with the Common Core Learning Standards in order to bridge the achievement gap.

As the NYS ELA begins to align itself with the Common Core Learning Standards, we at CS 150 also need to align our Literacy Curriculum to the CCLS to better prepare our students for academic success. A Literacy Curriculum Mapping Team will develop a nonfiction unit of study and rigorous task in grades K-5. These units will support our school wide initiative to develop a curriculum that will support our students in being college and career ready.

**Instructional strategies/activities**

- Teachers in grades K-5 will work with the Literacy Team and an AUSSIE to provide professional development on creating a unit of study and task that is aligned to the CCLS.
- Teachers in grades K-5 will work within PLTs collaboratively to analyze the Common Core Learning Standards in their grade and develop mini lessons that support higher order thinking.
- Teachers will work collaboratively to gather ELA unit planners, mini lessons, and resources for unit of study. All instructional staff will receive a drive with the Common Core Learning Standards and a binder to organize the unit.
- The implementation of Curriculum Collaborative Learning, Inc. to support our school in planning and collaborating on CCLS based literacy maps and the unit of study.
- In the fall, the literacy team will provide professional development on a baseline task and support the classroom teachers in administering the task in grades K-5. In the spring, staff developers will do a post task to measure student progress in meeting CCLS.
- Staff developers will use a protocol to analyze student work and develop next steps in bridging the gap to meet CCLS.
- Administration will schedule common planning time in grades K-5 for teachers to meet and plan.
- Network 607 will train our Literacy Coach (CCLS Liaison) on the use of Common Core Learning Standards and the Curriculum Collaborative Learning website.
- To increase the use of smart boards and computers in the classroom to meet the CCLS on technology.

**Strategies to increase parental involvement**

- 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.
- Host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children.
- Develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

In order to ensure that our school will have 100% highly qualified teachers for the 2011-2012 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach and AUSSIE Consultant). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements. Curriculum maps and pacing charts aligned to Common Core Learning Standards are distributed to all staff. Non-highly qualified teachers will also receive materials to prepare for certification exams as well as reimbursement for NYS teacher certification exams.

- Hiring and recruiting certified teachers to provide the children with quality instruction.
- Providing the teachers the opportunity to reflect on best teaching practices during common grade planning time.
- Working in Professional Learning Teams to develop a literacy curriculum map and unit that is aligned to the Common Core Learning Standards.
- Book Study Institutes
- Using curriculum maps to guide standards-based instruction.
- Developing a video collection of instructional lessons with best practices modeled by PD Staff & teachers to build capacity in Literacy instruction.
- Professional development on creating tasks that are aligned to the Common Core Learning Standards.
- Professional Development that has a focus on academic rigor and a thinking curriculum
- Professional Development opportunities provided through LLSO, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.
- Opportunity to use a protocol when looking at student work and developing next steps to bridge the gap to meeting the CCLS.

### **Service and program coordination**

- SES Programs
- The Cook Shop Program
- Family Reading Night sponsored by Target
- CS 150 Book Club
- Author Talks
- Great Adventure Read-A-thon
- School based inter-visitation Program (Pre-k visits K classes)
- CS150's pre-school recruitment Program
- Breakfast and snack in the Classrooms program

**Budget and resources alignment**

- Funding Source: Title I and Fair Students Funding
- Selected professional books and articles will be provided for teachers in grades K-5.
- Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan.
- Time for Kids non-fiction kits will be purchased.
- 6+1 Trait Crate have been purchased for teachers in grades K-5.
- Network 607 will provide support to the school and instructional staff.
- Substitute teachers will be hired to cover classes during scheduled meetings.
- Literacy Coach and AUSSIE Consultant will provide professional development and training throughout the school year.
- Materials on the Common Core Learning Standards

### 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**

To develop a task with selected Common Core Learning Standards in Mathematics that is aligned to a unit in Everyday Math. To have all instructional staff work collaboratively in grades K-5 during common planning time to create a math task that is aligned to EDM, by June 2012.

#### **Comprehensive needs assessment**

Our NYS Math results from 2011 indicated that 13% of our students performed at level 1, 41% performed at level 2, 35% performed at level 3 and 11% performed on level 4. When comparing achieving performance levels of 1 and 2 and 3 and 4, only 46% of our students in grades 3-5 performed on or above grade level. After a careful analysis of our Mathematics Program in grades K-5, we have found that there is a need to develop rigorous tasks that are aligned to the Common Core Learning Standards in Mathematics in order to bridge the achievement gap.

As the NYS Mathematics exam begins to align itself with the Common Core Learning Standards, we at CS 150 also need to align our Mathematics Program to the CCLS to better prepare our students for academic success. A Math Task Team will develop tasks in grades K-5 for EDM units to support the alignment between EDM and CCLS in mathematics. These tasks will support problem solving skills and strategies in math.

#### **Instructional strategies/activities**

- Math coach will provide teachers with professional development on Common Core Learning Standards in mathematics.
- Math coach will work with teachers in grades K-5 to align a math task to an EDM unit.
- Professional Learning Teams (PLTs) will work together to align math lessons to the CCLS.
- Math Coach and teachers will analyze math data and regroup students according to need during PLT sessions. Teachers will utilize mathematics data to drive instruction.
- In the fall, the math coach will provide professional development on a baseline task and support the classroom teachers in administering the task in grades K-5. In the spring, the math coach will do a post task to measure student progress in meeting CCLS.
- Teachers will work with performance indicators in math to provide rigorous instruction that is aligned with CCLS.
- Mathematics Coach will model, co-teach, and serve as a support in classrooms.

Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan.

#### **Strategies to increase parental involvement**

- Developing and providing access to online school website(s) designed to keep parents informed about school activities and student progress <http://www.cs150.org/home.aspx> as well as academic sites such as ARIS and ACUITY.
- Providing materials and training to help parents work with their children to improve their achievement level in mathematics and use of technology.
- Host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools;

- Math Coach will provide parents with workshops on how to support students with EDM.

**Strategies for attracting Highly Qualified Teachers (HQT)**

In order to ensure that our school will have 100% highly qualified teachers for the 2011-2012 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Math Staff Developer, ESL/Staff Developer). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements. Curriculum maps and pacing charts aligned to Common Core Learning Standards are distributed to all staff. Non-highly qualified teachers will also receive materials to prepare for certification exams as well as reimbursement for NYS teacher certification exams.

- Hiring and recruiting certified teachers to provide the children with quality instruction.
- Providing the teachers the opportunity to reflect on best teaching practices in math.
- Planning by grade level during common grade preps.
- Using EDM and Common Core Learning Standards in Mathematics to guide standards-based instruction.
- Math professional development for the EDM program.
- Professional development that will help teachers focus on Math strategies and skills needed to meet the standards.
- Professional Development that has a focus on developing Math task that are aligned to the Common Core Learning Standards.
- Professional Development opportunities provided through LLSO, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.
- Providing teachers with appropriate resources and material to effectively teach EDM.

**Service and program coordination**

- SES Programs
- The Cook Shop Program
- Chess in the Schools Program
- School based inter-visitation Program (Pre-k visits K classes)
- CS150's pre-school recruitment Program
- Breakfast and snack in the Classrooms program

**Budget and resources alignment**

- Funding Source: Title I and Fair Students Funding
- Administration will identify classroom teachers that model best DI practices and arrange inter-visitation between teachers.

- Math Institutes will take place during Lunch & Learns and / or after school hours. Teachers will be paid training rate.
- In house Math Coach to support mathematics instruction.
- Materials on the Common Core Learning Standards.

## 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**

To launch phase I of Response to Intervention (RTI) and address individual needs of at-risk students in order to decrease by 5% the number of at risk students in ELA & Math, as measured by Literacy and Math assessment trackers, by June 2012.

### **Comprehensive needs assessment**

Our NYS ELA results from 2011 indicated that in ELA 61% of our students performed at level 1 & 2. Our NYS Math results from 2011 indicated that 54% of our students performed at level 1 & 2. The data shows that more than 50% of our students in grades 3-5 are performing below grade level in ELA and Math. These students have been identified as at risk students and require Academic Intervention Services. Our school is currently launching phase I of Response to Intervention and will provide at risk services in literacy and math.

### **Instructional strategies/activities**

- Teachers will provide small group instruction during literacy and math.
- Teachers develop individualized action plans with short and long term goals for students.
- Teachers identify interventions provided to individual students.
- Teachers differentiate instruction through product, process, and content to meet the needs of all students.
- Students that are identified in need of academic intervention services will receive pull out and push in support with an AIS teacher.
- An upper grade and lower grade Academic Intervention Teacher.
- Special Education Support Services (SETTS) teacher will provide academic intervention services for at risk in grades K-5.
- Provide students with an extended day program that services students in need of AIS in grades 1-5.
- An IEP teacher on staff that provides teachers with professional development on RTI and (Special Education Student Information System) SESIS.
- Mainstreaming students to a less restrictive environment.
- Adjust individual student schedule to enhance interventions and instruction.
- Counselors will provide students with individual and group counseling.
- Special Education teachers will use Wilson & Foundations programs daily, during the Literacy block.
- Reading Tracker and Math Tracker databases will be developed in order to monitor student progress. Students will be identified by sub-groups such as Special Education students.
- Teachers will utilize Literacy Action Plans and Reading Tracker monitoring database to drive instruction.
- Personalized instruction based on IEP will be provided by a resource room teacher, Special Education teacher, and/or IEP teacher.

**Strategies to increase parental involvement**

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
- 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.

**Strategies for attracting Highly Qualified Teachers (HQT)**

In order to ensure that our school will have 100% highly qualified teachers for the 2011-2012 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Staff Developer, ESL/Staff Developer, SETTS and IEP Teachers). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements. Curriculum maps and pacing charts aligned to Common Core Learning Standards are distributed to all staff. Non-highly qualified teachers will also receive materials to prepare for certification exams as well as reimbursement for NYS teacher certification exams.

- Hiring and recruiting certified teachers to provide the children with quality instruction.
- Providing the teachers the opportunity to reflect on best teaching practices and programs for Academic Intervention and Special Education Students.
- Planning throughout the content areas in an integrated fashion.
- Professional development that will help teachers focus on ELA, Math strategies and skills needed to meet the standards.
- Science professional development that is aligned to the New York State and City standards
- Social Studies integrated into thematic units embedded in daily instruction.
- Monthly school-aide meetings facilitated by administrators to support behavior management.
- Professional Development opportunities provided through LLSO, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.
- Providing teachers with extensive professional development

**Service and program coordination**

- SES Programs
- The Cook Shop Program
- Family Reading Night sponsored by Target

- CS 150 Book Club
- Author Talks
- Great Adventure Read-A-thon
- Fire Department Program
- The Renaissance EMS Program
- Community Service Squad Program
- Breakfast and snack in the Classrooms program

**Budget and resources alignment**

- Funding Source: Fair Students Funding, FSF Incremental, NYSTL textbooks and Title I SWP
- Thematic-based Literacy Curriculum Maps
- Math and Reading Assessment Tracking System
- Trips to NYC Library
- Math manipulatives and EDM materials for small group instruction
- *Fundations and Wilson* Program Materials
- *Reading A-Z* online program will be purchased for teachers to use daily, during Reading Workshop.
- PD staff will provide: professional development, schedules for PD, and teacher support in classrooms.
- *Reading Reform* consultants will be contracted for the 2010-2011 SY.
- *Words Their Way* supplemental phonics program for grades K-3.
- *Fountas & Pinnell (F&P)* Leveled Literacy Intervention program (LLI) Kits for grades K-2.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	25	23	N/A	N/A			16	
<b>1</b>	58	52	N/A	N/A			31	
<b>2</b>	54	59	N/A	N/A			25	
<b>3</b>	60	58	N/A	N/A			37	
<b>4</b>	64	67	10	12			17	
<b>5</b>	68	57	12	9			15	7
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<p><b>ELA</b></p>	<p>During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with co-teachers or AIS providers in grades K-5. In 3<sup>rd</sup> - 5<sup>th</sup> grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach, SETTTS Teacher and our AIS Team provide additional support utilizing a push-in and pull out model for at risk students. Programs used include: Wilson, Foundations, Leveled Literacy Intervention, MONDO Bookshop Reading Program, Reading Reform, Words Their Way, Award Reading, Imagine Learning English software.</p> <p><u>Title III ELL After-school Program:</u> ELL students in grades K-5 attend an after-school program from 3:15 pm – 5: 15 pm, Tuesdays and Wednesdays. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided.</p> <p><u>Title III Immigrant After-school Program:</u> ELL Newcomers and Beginners in grades K-5 will attend an after-school program from 3:15 pm – 5: 15 pm, Tuesdays and Wednesdays. The Immigrant After-School Program will focus on developing English proficiency through a technology approach. Students will receive instruction from two ESL teachers. The program will use Imagine Learning software, ESL iPad applications and an oral development program from MONDO Publishing.</p> <p><u>Test Prep After-School Program:</u> Students in grades 3-5 will be provided with academic intervention services through an after-school program on Tuesdays and Wednesdays from January through May. Level 1 &amp; 2 students will develop reading and test-taking skills using test-sophistication materials and leveled libraries.</p> <p><u>AIS Literacy Intervention:</u> Literacy Intervention Specialist, Literacy Coach, and SETTTS Teacher provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.</p> <p><u>Mandated Extended Day Grade K-5:</u> The extended day program serves students who have been identified for academic intervention services in literacy, math, science, &amp; social studies for grades</p>

	K-5. Two days a week, Tuesdays, and Wednesdays, students remain until 3:10 p.m. to receive additional support and focus instruction.
<b>Mathematics</b>	During the school day, students in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grade receive additional support for Math from September through June. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students. <u>Test Prep After-School Program:</u> Students in grades 3-5 will be provided with academic intervention services through an after-school program on Tuesdays and Wednesdays from January through May. Level 1 & 2 students will develop mathematics skills and test-taking skills using test-sophistication materials and math manipulatives.
<b>Science</b>	The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students during extended time on Tuesdays and Wednesdays.
<b>Social Studies</b>	Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5 <sup>th</sup> grade students in small-group instruction using both push-in and pull-out methods during extended day time.
<b>At-risk Services provided by the Guidance Counselor</b>	No guidance counselor on staff. Services are provided by social workers.
<b>At-risk Services provided by the School Psychologist</b>	Our school psychologist provides support services to at-risk students within inclusion and self-contained special education classes in grades K-5.
<b>At-risk Services provided by the Social Worker</b>	Social Workers meet twice a week with identified students and provide counseling and training in conflict resolution. Students are pulled out for counseling sessions to discuss any behavioral problems they may have. Students also have an opportunity to learn how to resolve conflict productively.
<b>At-risk Health-related Services</b>	The School Nurse meets with an identified group of students for small group instruction about health issues, predominantly managing asthma.

**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.

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**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;

- provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Thursday sessions;
- host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools;
- host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children;
- classroom teachers also host monthly publishing parties that are listed on the school calendar. Publishing parties celebrate students' academic success in writing and offer a forum in which parents and the school community can interact, celebrate, and participate together.

C.S.150'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 C.S.150 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, C.S.150 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 1<sup>st</sup> 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;

C.S.150 will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing a Library Media Center / lending library with open access hours for parents;
- develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress;
- 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 providing access to online school website(s) designed to keep parents informed about school activities and student progress  
<http://www.cs150.org/home.aspx> as well as academic sites such as ARIS and ACUITY.
- 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**

C.S.150, [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. C.S.150 staff and the 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 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 1<sup>st</sup> 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 and sending it 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;
- participate in classroom events such as publishing parties and other academic celebrations.

### **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: 12X150 School Name: C.S. 150

*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.

**In SY 2010-2011, our school did not meet the AYP in ELA for the student with disabilities sub-group and Limited English Proficient. Our school did not meet the AYP in mathematics for students with disabilities.**

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.

**In order to address the needs of all students with disabilities and Limited English Proficient that failed to meet the AYP, we will implement the following:**

- Expanding the amount of Collaborative Team Teaching (CTT) classrooms. We currently have a CTT model in grades 1, 2, 3 and 5.
- Our special education population will attend after-school instructional programs, Vacation school, and will be provided *Metrocards* for students that require bus transportation.
- IEP Teacher on staff
- Professional Development opportunities for teachers provided by Network 607, in-house staff, Office of English Language Learners, and study groups.
- Additional social workers to support at risk students in Special Education.
- Academic Intervention Services (AIS) for students with disabilities in grades K-5
- Parent choice of four Supplemental Education Service (SES) providers
- Individualized Literacy Action Plan
- Test simulations
- Literacy Coach provides small group instruction as well as demonstration lessons for teachers.
- Math Coach provides small group instruction as well as demonstration lessons for teachers.
- Analysis and use of Acuity data and tutorial program for students

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**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.
  - **Developing Literacy Curriculum Map Team with instructional staff so as to align with CCLS standards as well as provide professional development to our K-5 teachers in enhancing ELA instruction**
  - **Provide the staff with high quality professional development in which teachers will be able to analyze all data**
  - **All professional development will reflect all the CCLS standards**
  - **Provide teachers with a professional development team that supports best practices in ELA & Math**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**The mentoring program will provide teachers with:**

- **Model lessons**
  - **Inter -visitations**
  - **Conferences**
  - **Additional teaching strategies**
  - **Provide teachers with a school based mentor**
  - **Mentors will co-teach with their assigned teachers**
  - **Mentors will conference with teachers, and discuss the various strengths and weakness they have and what they can do to improve their skills.**
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 principal will hold a parent informational meeting in which he will notify them of the school status and current challenges that the school faces. Parents will also receive a letter as a follow up. The letter will be an outline of the type of instruction that will be implemented to improve the school. Staff and parents will unite to implement this plan and remove the school from Restructuring Status. The letter will be disseminated in English and Spanish.**

**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 <b>Jose Ruiz/ Elmer Myer</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>150</b>
School Name <b>Charles James Fox</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Edwin Irizarry</b>	Assistant Principal <b>N. Sanchez / N. Rodriguez</b>
Coach <b>Miriam Torres</b>	Coach
ESL Teacher <b>Miriam Garcia/Vanessa Paulino</b>	Guidance Counselor
Teacher/Subject Area <b>Jennie Delpino / Bil. 1<sup>st</sup> grade</b>	Parent <b>Daisy Munoz</b>
Teacher/Subject Area <b>Mercedes Rodriguez/Bil. 3<sup>rd</sup> gr.</b>	Parent Coordinator <b>Cassie Rodriguez</b>
Related Service Provider	Other <b>Dale Freitas/Data/ELL Coord.</b>
Network Leader	Other

### 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	<b>5</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>4</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>899</b>	Total Number of ELLs	<b>231</b>	ELLs as share of total student population (%)	<b>25.70%</b>
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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. 

The process of identifying English Language Learners (ELLs) begins at P.S.150X during registration. There are 4 pedagogues\* in our school who have been trained and are familiar with correct HLIS completion, informal identification of ELLs and OTELE determination. Whenever a student is a new admit to the NYC Public Schools, Ms. Freitas, ELL Coordinator/ Compliance, is called to the main office to assist parents/guardians complete the Home Language Identification Survey (HLIS) in their native language. We have copies of the HLIS in all languages in which they are available. If Ms. Freitas is unavailable, one of the other 3 pedagogues is called upon. All four staff members who assist with the HLIS speak Spanish, which is helpful, as the vast majority of the student population at P.S.150X is Hispanic. Within the past 2 to 3 years however, our community has seen a large influx of newly immigrant families from Western Africa and the Middle East whose native languages are French and Arabic. For these families we call on two other staff members who speak these languages. (Ms. Shleiwet speaks Arabic and Ms. G. Rivera French.) Regardless of the parent/guardian's responses on the Home Language survey, an informal oral interview is conducted with the student in English, and in whatever other language(s) may have been indicated on the HLIS, whenever possible. A prescribed grade appropriate questionnaire is used to guide the interview. Slight deviation from the questionnaire is inevitable and invited as long as the type of questions asked require more than one or two word utterances, ones that can determine oral fluency. If the HLIS form indicates that the student's OTELE code is one other than English, but the interviewer, through the informal oral interview deems the student English proficient, the OTELE determination of the interviewer will override the responses on the HLIS and an OTELE code of "NO" will be entered on the HLIS and into ATS, and the interviewer will note how she determined home language with the use of the informal questionnaire on the HLIS form in the area next to the OTELE code. By the same token, if the HLIS indicates an OTELE of English (NO), an informal interview will still be given. If the student does not seem to be English proficient, the interviewer will try to determine which other language the child speaks, if it hasn't already been indicated on the HLIS and the interviewing process will be given in that language if possible. In this way the interviewer can determine the student's language of dominance. If it is other than English, the interviewer will override the "NO" OTELE in the same manner as described above. Copies are made of all HLIS. The original is placed in the student's cumulative folder and a copy is kept on file. \*\*

After the completion of the HLIS and the oral interview, the LAB-R is administered to all students with any OTELE code other than "NO" within 10 school days of their admission. Vanessa Paulino, Miriam Garcia and Dale Freitas, all TESOL certified teachers, work as a team administering the LAB-R and Spanish LAB. The test is hand-scored immediately and if the student does not reach the proficiency cut off and their native language is Spanish, the Spanish LAB follows. That too is immediately hand-scored.

Parents of students who score below the proficiency cut score on the LAB-R are then sent ELL program entitlement letters, the brochure describing the 3 programs for ELLs NYC has to offer, and are invited in for individual or small group parent orientations with Ms. Freitas. For those parents who cannot make this orientation, an invitation is sent for a larger group orientation which we hold at the beginning of each month. The school calendar also alerts parents to the orientation dates. All group orientations are documented and kept in Ms. Freitas' office, along with the agenda and sign-in sheets for each orientation session.

These orientations are run by the ELL Coordinator, Dale Freitas; the ESL teachers, Vanessa Paulino and Miriam Garcia; and our Parent

Coordinator, Cassie Rodriguez. For parents that speak a language other than English or Spanish, we find a translator to assist. The typical orientation runs as follows:

After a brief welcome and introduction, the parents receive the ELL Program brochure, are informed of their children's LAB-R & Spanish LAB (if applicable) test results, and watch the DVD/ or online orientation (in their native language, if available) describing all three programs: TBE, ESL and Dual Language. After the video the three programs are summarized again, questions are answered and parents complete the Parental Choice Form. The meeting's facilitators circulate and help the parents who need assistance in filling out the form. Parents are only told about which programs we offer at P.S.150X after they have indicated their program preferences. In this way we can use this knowledge in programming for the future. All Parental Choice Forms are kept in a folder in a file cabinet in Ms. Freitas' office after being entered into the new ATS screen, ELPC.

The trend we've seen in Parental Choice throughout the years has been approximately two-thirds to one-half of the new admits choosing the TBE program, and the majority of the remainder choosing the Freestanding ESL program. For these parents their program choice can be honored. There have always been enough students (15+) per grade to open one Spanish TBE on each grade level but never enough for two. For the remaining children we offer the Freestanding ESL program. When a parent indicates a dual-language program preference, or a non-Spanish speaking parent a TBE preference, neither of which are available at 150, we explain their transfer options to them. Until now though, all parents have opted to keep their children in P.S.150X, in one of our two programs. If a parent fails to fill out a Parental Choice form or attend an orientation, an ELL Parent Brochure and Parental Choice form is sent out requesting immediate completion and return. If it is not returned, their child is automatically placed in the TBE program (if previously in a monolingual classroom), if applicable, or continues in the freestanding ESL program. Students new to the school, but not new to NYC Public Schools, who are eligible for ELL services, are identified by weekly RLAT reports. Interviews with the parent/student/former school help to determine the proper placement and services for the student.

In the Spring of each school year, parents are advised of the upcoming NYSESLAT, which NYS students take to measure their progress towards English proficiency. Afterwards, when the NYSESLAT results are released, we inform parents of their child's continued entitlement or non-entitlement status for ELL services the following school year. If a parent wants to opt their child out of a TBE class they complete an Opt-Out form.

\*The 4 pedagogues who assist with the HLIS at registration are:

- Dale Freitas (ELL Compliance/Coordinator),
- Vanessa Paulino (ESL Teacher / Professional Developer)
- Miriam Garcia (ESL Teacher)
- Brenda Singpracha (IEP Teacher)

\*\*All copies of HLIS, Informal Questionnaires, Parent Orientation materials & sign in sheets, hand scored LAB-R/LAB results, Parental Choice Surveys, Placement Letters, Opt-Out forms and Continued Entitlement letters are kept on file in Ms. Freitas' office, room 213.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	1	3	2	1	1								13
<b>Total</b>	6	2	4	3	2	2	0	0	0	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	231	Newcomers (ELLs receiving service 0-3 years)	194	Special Education	50
SIFE	6	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	102	6	8	17	0	8	0	0	0	119
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	92	0	28	20	0	6	0	0	0	112
<b>Total</b>	<b>194</b>	<b>6</b>	<b>36</b>	<b>37</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>231</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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	27	18	19	17	21	18								120
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>27</b>	<b>18</b>	<b>19</b>	<b>17</b>	<b>21</b>	<b>18</b>	<b>0</b>	<b>120</b>						

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	15	16	23	15	14	11								94
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2	1	1	0								7
Haitian														0
French	1	0	2	1	1	0								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1	1	2	0								5
<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>28</b>	<b>18</b>	<b>18</b>	<b>11</b>	<b>0</b>	<b>111</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### 1. Delivery of Instruction, and Organizational and Program Models:

At P.S. 150X, one-quarter of our K - 5 student population is comprised of English Language Learners, and a large majority of these students are native Spanish speakers. To meet these students' needs, we have one Spanish Transitional Bilingual Education (TBE) class per

## A. Programming and Scheduling Information

grade. Approximately half of our ELLs are in the TBE program. The other half of our students receive ESL instruction through either a Push-In or Pull-Out model. Both programs follow the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs, ensuring that all ELLs receive their mandated 360 minutes of ESL/ELA instruction (and NLA where necessary). (See question #2 for more a more detailed description of the CR Part 154 breakdown.)

Students in our TBE classes are grouped heterogeneously, in terms of academic strengths and weaknesses, as well as English proficiency levels. Therefore, differentiation and instructional modifications based on consistent monitoring of student progress, are key to meeting the needs of every child. The teacher plans instruction according to their students' proficiency levels. For beginning level English learners, a 60-40 model is used; 60% of instruction is given in the native language, in this case Spanish, and 40% in English. As the students become more fluent in English, the instruction in Spanish decreases while instruction in English increases. (See question #3 for a more in depth explanation of instruction.)

Our ESL program serves ELLs in monolingual English classes. These students' parents/guardians have opted them out of the bilingual program. That includes a few students who speak a language other than English or Spanish, after their parents turn down the option, if available, to place their child in an appropriate bilingual program in another NYC public school. Grouping for ESL instruction is homogeneous, based on level of English proficiency.

We also use Imagine Learning English (ILE) computer software in many classrooms, both monolingual and TBE, where ELLs in need get tutorial sessions in ESL. Teachers have a schedule to ensure that students use this program daily. Imagine Learning English monitors each student's language development and will not let students advance to the next lesson until they have mastered the current one. ILE gives the teacher important feedback to guide their instruction. (More instructional resources are discussed in Part B.)

### 2. Ensuring the mandated number of instructional minutes as per CR Part 154:

We have six Transitional Bilingual Education (TBE) classes, two of which are inclusion, taught by 8 certified ESL/Bilingual teachers. All bilingual teachers develop their literacy and ESL schedules according to the mandatory number of instructional units, dictated by CR Part 154, for the various levels of ELL proficiency in their classrooms.

The amount of time bilingual students get ESL instruction, varies according to proficiency level. Beginner and intermediate level ELLs receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. There is a converse relationship between the amount of time students are exposed to their native language and NLA and their English proficiency levels. Instruction in Native Language Arts and instruction with native language support decreases as English proficiency levels increase; beginners getting the most support and instruction in NLA, intermediate students a bit less, and advanced less still. This lessening of native language support leads to the expected transition from Spanish to English.

Our "ESL" students (ELLs in monolingual classrooms) receive the same breakdown of ESL/ELA minutes as those students in bilingual classes, that is, based on their proficiency level. These students get their instruction from one of our two certified TESOL teachers, who follow either the Pull-Out or Push-In model. They do not receive any Native Language Arts instruction, but whenever possible their ESL or classroom teacher can support their learning with their native language. (Our greatest ELL population consists of Spanish speakers, and both ESL teachers, as well as many other teachers in our school, speak Spanish).

### 3. Content area instruction in each program model:

Based on Cummins' BICS and CALP distinction, we are cognizant of the difficulty ELLs have with the academic English found in content area studies. Cognitive academic language is quite different than interpersonal language skills, requiring higher order thinking skills so students are given as much support as possible in the content areas.

The content areas of ELA, Mathematics, Science and Social Studies are taught using English textbooks and leveled readers in both monolingual and bilingual classes. ELLs use word-to-word translation dictionaries that support them in their learning of academic language. In our Transitional Bilingual program content areas are taught in both Spanish and English. The percentage of time using one language or the other depends on each student's proficiency level. The 60/40 model is used with beginner ELLs, 60% Spanish and 40% English, and somewhat of an inverse equation is used with more advanced ELLs.

In order to make content comprehensible for our ELLs in both monolingual and bilingual classrooms, teachers build on students' prior knowledge, and use scaffolding techniques to support student learning. Thematic units of study make each content area subject more meaningful, where students can see the interconnectedness of these different areas of study. Content area vocabulary is better developed in this way, where students repeatedly focus on the same theme, albeit in different subject areas. In the bilingual classrooms content area word walls are in both languages, each language color-coded. In both bilingual and monolingual classrooms LEA charts hang from light

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
<p>100% 75% 50% 25%</p> <p>knowledge in level appropriate ways. There is ongoing articulation among cluster teachers and classroom teachers. Before a cluster teacher gives a lesson, the bilingual classroom teacher provides a brief overview of the topic the cluster will be converging, usually in Spanish, to activate the student's prior knowledge and to introduce necessary vocabulary. this technique helps boost students' self esteem, and gives them the tools necessary to be able to participate in the lesson. The importance of the constant integration of the four strands of language listening, speaking, reading, and writing, is recognized.</p>	<p>100% 75% 50% 25%</p> <p>gives a lesson, the bilingual classroom teacher provides a brief overview of the topic the cluster will be converging, usually in Spanish, to activate the student's prior knowledge and to introduce necessary vocabulary. this technique helps boost students' self esteem, and gives them the tools necessary to be able to participate in the lesson. The importance of the constant integration of the four strands of language listening, speaking, reading, and writing, is recognized.</p>		
<p>100% 75% 50% 25%</p> <p>4. Ensuring that ELLs are appropriately evaluated in their native languages:</p> <p>The Spanish LAB, administered to Spanish speaking evaluation given. In the case of kindergarteners, it</p>			
<p>100% 75% 50% 25%</p> <p>NYC DOE for the first time, the Spanish LAB provides a snapshot of their native language literacy skills. The DRA 2 in Spanish is used to evaluate progress in the native language by tracking reading progress and determining students' strengths and weaknesses periodically throughout the year. These assessments also help to drive instruction for students in their native language. Students in grades 3-5, in Spanish TBE classes, take the NYC ELE, a Spanish reading test, in the Spring of each school year and have the option of taking the NYS standardized content exams in their native language.</p>			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
<p>TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.</p> <p>interpreter, are generally used with beginner ELLs who are recent arrivals in this country and are in the testing grades.</p>			
<p>5. Differentiation of instruction for ELL subgroups:</p>			

## 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. Targeted intervention programs:

The following is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of about ¼ of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In TBE programs students are provided with AIS in their native language for Mathematics, Science and Social Studies.

ELA: During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with ESL teachers or AIS providers in grades K-5. In 3rd and 5th grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model.

Programs used include: Wilson, Foundations, Words Their Way, Award Reading, and Imagine Learning English software.

ELL After-school Program: ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5: 15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided. AIS Literacy Intervention: Literacy Intervention Specialist, Literacy Coach and ESL Teachers provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.

Mandated Extended Day Grade K-5: The extended day program serves students who have been identified for academic intervention

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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**Mandated Extended Day Grade K-5:** The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Two days a week, Tuesdays and Wednesdays students remain until 3:10 p.m. to receive additional support and focus instruction.

**Mathematics:** During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.

**Science:** The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.

**Social Studies:** Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5th grade students in small-group instruction using both push-in and pull-out methods during extended day time.

### 9. Planning for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

Students that have reached proficiency on the NYSESLAT are monitored on a school-wide database which tracks their assessment results in ELA, Mathematics, Science, and Social Studies. Each student also has an individualized Literacy Action Plan which teachers develop and adjust periodically to identify short and long term goals. In addition, former ELLs get testing accommodations for two years after passing the NYSESLAT. They receive time and a half for assessments given throughout the year, ELL students are grouped together for testing, Spanish/English translation dictionaries are provided, and listening selections are read aloud three times.

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

This school year, we will expand our ESL program to include two ESL teachers. In addition, we will offer an ESL after-school program for grades K-5 that will service our bilingual students by providing instruction in ELA, language development, and test sophistication for NYSESLAT. Also, as part of our 2011 summer school program for ELLs, we are sustaining program use of the MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides). We are also expanding Imagine Learning by providing licenses to lower and upper grade ELL and bilingual students.

## B. Programming and Scheduling Information--Continued

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### 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

### Courses Taught in Languages Other than English

#### 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. Describe the professional development plan for all ELL personnel at the school.
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 of ELL training for all staff (including non-ELL teachers) as per Jose P.

In our efforts to provide quality staff development for all ELL personnel we offer different professional development opportunities. Teachers attend various workshops through our CFN (Child First Network), BETAC, NYC office of English Language Learners, outside consultant, Imagine Learning English tech support and other organizations. Bilingual inclusion teachers attend team teaching workshops that help their instruction practices and support ELL students. In addition, there is an ELL Coordinator on site to support teachers and provide professional development in the area of ESL.

Selected instructional staff will receive two hour training on the implementation of Award Reading/Mondo/Imagine Learning in the classroom. These programs are currently used in our ESL program and TBE program.

A contracted outside consultant will provide ESL professional development for the following staff members: Assistant Principals, common branch teachers, subject area teachers, guidance counselors, secretaries, and our parent coordinator. These professional development opportunities will include workshops on the following topics: Ways to differentiate instruction for ELL students, Effective ESL/Bilingual Strategies for English Language Learners, Effective Teaching of Writing to English Language Learners (ELLs), NYSESLAT Training, How to develop oral retelling of stories and Extending students writing/transferring ideas and thoughts into writing. In addition, teachers will receive professional development on the Danielson Framework to improve teaching practices.

Our professional development team at each grade level are meeting to develop a literacy curriculum map that is aligned to the Common Core Learning Standards. Teachers are meeting on a weekly basis on their common planning time to plan rigorous instruction and to use data gathered and student work to drive instruction.

In order to support ELLs transitioning from elementary school to middle school, C.S.150 provides various support systems for parents as well as students. Our Assistant Principal arranges inter-visitations with neighboring middle schools to provide a forum for students to learn about neighboring schools and make informed decisions. Our Parent Coordinator and school social workers monitor and support the middle school selection and application and process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.

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3) How do you evaluate the needs of the parents?

In the beginning of the year we have informal discussions with parents about topics of interest and areas of need. The feedback given by parents is analyzed and discussed with administrators to plan for future workshops and services for parents.

4) How do your parental involvement activities address the needs of the parents?

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- Learning about NYS assessments in ELA, Math, Science, & Social Studies
- Criteria for promotion and ELL student regulations for testing.
- Using technology to improve academic performance through the use of computers and Ipads and Smartboards.
- NYSESLAT assessment criteria
- Celebrating Multiculturalism of our ELL population
- Community Support Services (community organizations will be invited to meet with parents)

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We provide our parents with on site translation for all workshops.

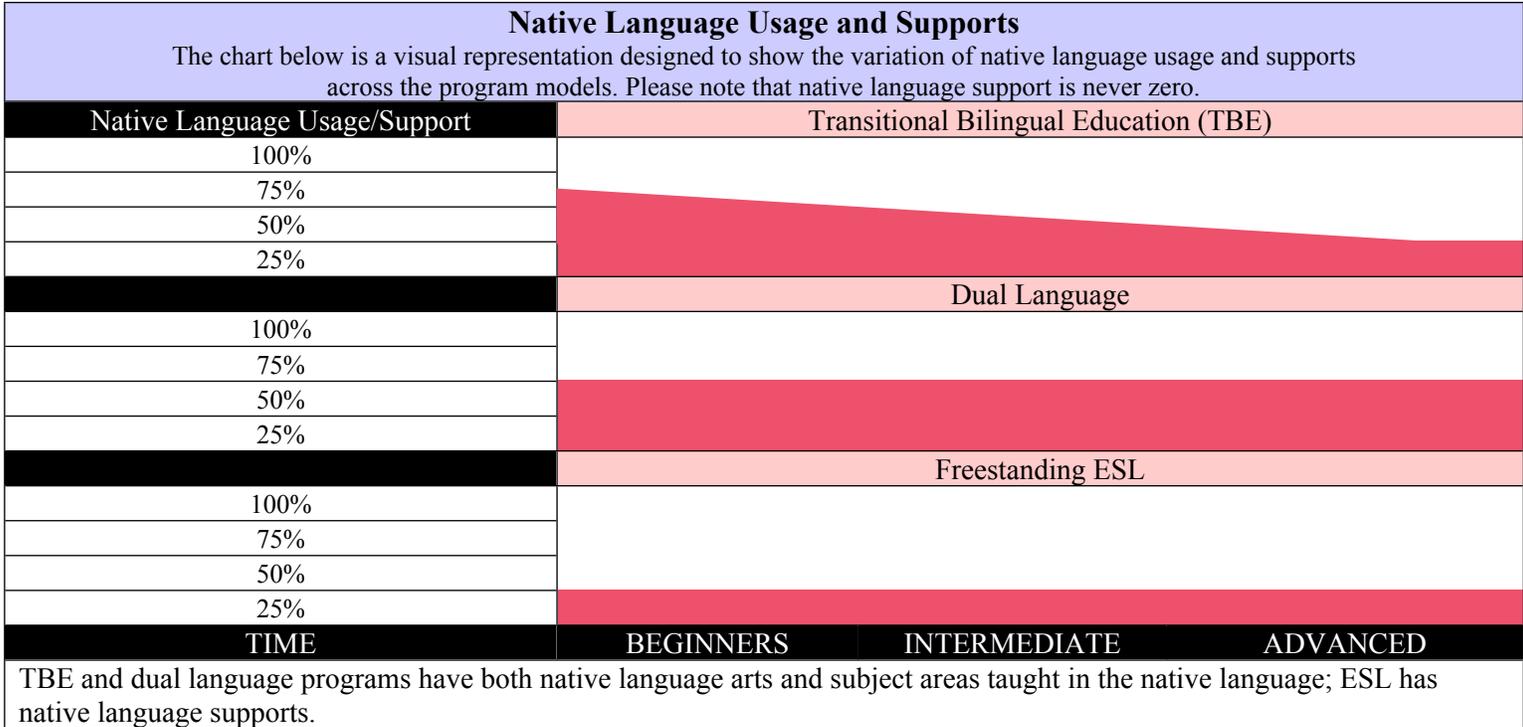
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
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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
<b>FOR TBE/DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

### 8. Targeted intervention programs:

The following is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of about ¼ of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In TBE programs students are provided with AIS in their native language for Mathematics, Science and Social Studies.

ELA: During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with ESL teachers or AIS providers in grades K-5. In 3rd and 5th grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, Words Their Way, Award Reading, and Imagine Learning English software.

ELL After-school Program: ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5:15 pm. The ELL program

## B. Programming and Scheduling Information--Continued

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**Mandated Extended Day Grade K-5:** The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Two days a week, Tuesdays and Wednesdays students remain until 3:10 p.m. to receive additional support and focus instruction.

**Mathematics:** During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.

**Science:** The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.

**Social Studies:** Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5th grade students in small-group instruction using both push-in and pull-out methods during extended day time.

### 9. Planning for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

Students that have reached proficiency on the NYSESLAT are monitored on a school-wide database which tracks their assessment results in ELA, Mathematics, Science, and Social Studies. Each student also has an individualized Literacy Action Plan which teachers develop and adjust periodically to identify short and long term goals. In addition, former ELLs get testing accommodations for two years after passing the NYSESLAT. They receive time and a half for assessments given throughout the year, ELL students are grouped together for testing, Spanish/English translation dictionaries are provided, and listening selections are read aloud three times.

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

This school year, we will expand our ESL program to include two ESL teachers. In addition, we will offer an ESL after-school program for grades K-5 that will service our bilingual students by providing instruction in ELA, language development, and test sophistication for NYSESLAT. Also, as part of our 2011 summer school program for ELLs, we are sustaining program use of the MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides). We are also expanding Imagine Learning by providing licenses to lower and upper grade ELL and bilingual students.

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### 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.

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In our efforts to provide quality staff development for all ELL personnel we offer different professional development opportunities. Teachers attend various workshops through our CFN (Child First Network), BETAC, NYC office of English Language Learners, outside consultant, Imagine Learning English tech support and other organizations. Bilingual inclusion teachers attend team teaching workshops that help their instruction practices and support ELL students. In addition, there is an ELL Coordinator on site to support teachers and provide professional development in the area of ESL.

Selected instructional staff will receive two hour training on the implementation of Award Reading/Mondo/Imagine Learning in the classroom. These programs are currently used in our ESL program and TBE program.

A contracted outside consultant will provide ESL professional development for the following staff members: Assistant Principals, common branch teachers, subject area teachers, guidance counselors, secretaries, and our parent coordinator. These professional development opportunities will include workshops on the following topics: Ways to differentiate instruction for ELL students, Effective ESL/Bilingual Strategies for English Language Learners, Effective Teaching of Writing to English Language Learners (ELLs), NYSESLAT Training, How to develop oral retelling of stories and Extending students writing/transferring ideas and thoughts into writing. In addition, teachers will receive professional development on the Danielson Framework to improve teaching practices.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	9	1	8	6	6								43
Intermediate(I)	12	17	23	15	4	6								77
Advanced (A)	3	16	8	11	14	9								61
Total	28	42	32	34	24	21	0	0	0	0	0	0	0	181

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	2	1	1	1	3							
	I	8	4	3	4	5	5							
	A	13	28	14	18	6	8							
	P	4	8	19	15	23	15							
READING/ WRITING	B	13	9	3	6	7	6							
	I	12	17	23	15	4	6							
	A	3	11	8	9	13	8							
	P	0	4	2	2	12	11							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	13	6	0	33
4	8	21	6	0	35
5	8	8	10	0	26
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	2	28	14	4	1	0		59
4	4	0	18	3	12	4	3		44
5	6	0		0	16	0	1		23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	5	3	14	4	2	2	34
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 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	6	19	20				
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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Charles James Fox</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edwin Irizarry	Principal		11/4/11
N. Sanchez/N.Rodriguez	Assistant Principal		11/4/11
Cassie Rodriguez	Parent Coordinator		11/4/11
M.Garcia/V.Paulino	ESL Teacher		11/4/11
Daisy Munoz	Parent		11/4/11
Jennie Delpino	Teacher/Subject Area		11/4/11
Mercedes Rodriguez	Teacher/Subject Area		11/4/11
Miriam Torres	Coach		11/4/11
	Coach		11/4/11
	Guidance Counselor		11/4/11
Elmer Myers	Network Leader		11/4/11
Dale Freitas	Other		11/4/11
Jose Ruiz	Other <u>Cluster Leader</u>		11/4/11
	Other		11/4/11
	Other		11/4/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **12X150**

School Name: **Charles James Fox**

Cluster: \_\_\_\_\_

Network: **607**

**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**

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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.

Generally our school uses Part 3 of the Home Language Identification Survey (HLIS) to determine the written translation and oral interpretation needs of our parents. Since the HLIS form is a part of every first time NYC Public School student registrant, the adult's preferred language (APL) is known immediately. If the child is transferring from another NYC public school, and the student's records containing their HLIS haven't yet arrived, then the APL is informally ascertained immediately by the staff members that handle registration. The APL is then noted on the child's registration materials. All APLs are then put into ATS using the UPPG function, at the same time that other registration information is being entered.

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.

Our findings indicate that we need translation and interpretation services for approximately one-third of our parents/guardians. 99% of these non-English speaking adults are Spanish speaking. The other 1% speak French, Arabic and a variety of African dialects. The aforementioned findings are shared with the school community in a variety of ways; school newsletters, staff conferences, professional development sessions, parent workshops and parent orientations. Parents are informed about our school CEP and report card's availability on the NYCDOE website, where they can find out many other statistics concerning our school as well.

## Part B: Strategies and Activities

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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.

P.S.150X is fortunate enough to have staff members that are proficient in a variety of languages. For each of the languages that we need written translations for, we have a staff member who is able to do this translation proficiently. We have one teacher who is proficient in Arabic, another in French and a large number of staff members are proficient in Spanish. Although there are parents who prefer to speak African dialects, for which we do not have in-house translation, these parents can understand and speak French or English, as well. We have at times used the better translation websites, when a teacher is not available to assist, but we have never had to look for outside vendors. In order to ensure a timely provision of translated documents, teachers that are needed for written translations are either excused for a period from their assignment or paid per-session to stay after school. Generally, these translations are for school memos sent to parents as well as individual student-specific memos, parent workshop and orientation invitations, and permission slips.

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

Oral interpretation services are provided during school hours by the same staff members referenced above, as well as our Parent Coordinator who speaks Spanish. These services are needed for registration, parent workshops and orientations, meetings with the teacher, Parent/Teacher Conferences, and CSE meetings.

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>.

Chancellor's Regulation A-633 requires that parents who are not proficient in English are given the opportunity to participate in programs critical to their children's education. Towards that end, the NYCDOE multilingual poster, hanging in the vestibule of the main entrance of our school, notifies parents of the availability of translation and interpretation services. Our parent coordinator, Cassie Rodriguez, also informs parents of their right to these services during meetings and workshops at school.

## 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: C.S.150 DBN: 12BX150	DBN:
Cluster Leader:  Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At CS150, our ELL population represents one fourth of our student body. Both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx.

Data

At C.S.150 there is a trend in the way ELL students perform in the four competences, as per the NYSESLAT. In the strands of Listening and Speaking students seem to perform significantly better than Reading and Writing. The Data below shows that students Basic Interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient ELL students must develop their academic English.

NYSESLAT Data

The NYSESLAT Modality Analysis indicates that in Listening & Speaking 39% of our students have reached English proficiency and only 14% have reached proficiency in Reading & Writing. There is a significant disparity between these strands. In our analysis of the data, we find that the majority of our students in grades K-5 perform at the Advanced and Proficient levels in Listening & Speaking. However, in Reading & Writing, we have a decline in the number of students that reach the Advanced and Proficient level.

Rationale for proposed program:

Based on our needs assessment findings of English Language Learners, we have concluded that the major deficiencies are in reading, writing and vocabulary development. Our goal is to provide enriched support for struggling ELLs, which include students with Interrupted Formal Education and special education ELLs.

We will design a program for our Kindergarten through Fifth Grade Bilingual/ESL population that will provide support in English Language Arts. The language of instruction will be English with an academic intervention approach. Instructional staff will provide opportunities for students to learn academic English, writing, syntax, grammar, vocabulary, and usage of the English language. The after school program will run from November 2011 through February 2012 on Tuesdays and Wednesdays from 3:15 to 5:15pm. It will be offered to ELL students in bilingual classes and selected ESL students that are in need of academic intervention services. We estimate the program to have 6 groups of 15 students taught by 6 licensed Bilingual/ESL teachers. An Assistant Principal will oversee the program to ensure its

## Part B: Direct Instruction Supplemental Program Information

correct implementation as well as monitor student progress and attendance.

Another goal of this program is to strengthen the students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities, with a greater focus on Reading & Writing. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. In addition, all students who are beginners or intermediate as determined by the NYSESLAT will have an Imagine Learning English license. This license will allow the students to have daily access to Imagine Learning lessons and pre & post assessment via Imagine Learning English software.

We will use the Fountas & Pinnell Leveled Literacy Intervention System (LLI) in grades K-5. LLI is designed to bring children quickly up to grade level competency in 14 to 18 weeks on average. Each lesson in the LLI system also provides specific suggestions for supporting English language learners. Three systems are available for LLI. Each supports instruction at different levels on the Fountas & Pinnell A-Z Text Level Gradient. Each LLI system includes a collection of brand new, carefully leveled books to provide enough support and a small amount of challenges so the reader can learn on the text and make small steps toward grade level goals. There is an assessment component to the program that will be used periodically to assess students' progress in the program. This reading and writing intervention program will support our ELL students in learning the skills and strategies they need to become better readers and writers. In addition, we will provide students in grades K-5 NYSESLAT & Beyond workbooks to prepare for testing in the Spring.

## 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:

C.S.150 will provide a strong professional development program for all teachers who have direct contact with ELLs and are part of the Title III after-school program. Our ESL coordinator, Literacy Coach and Aussie consultant (Louise) will provide professional development on instructional strategies to support English Language Learners, curriculum supports for ELLs and second language acquisition theories. Due to our large ELL population, teachers have expressed the need for professional development in the areas mentioned below. The following professional development program has been designed with these needs in mind:

### Part C: Professional Development

Topic:	Provider	Scheduled Date
<ul style="list-style-type: none"> <li>Analysis of NYSESLAT Data &amp; Instructional Implication</li> </ul>	ESL Coordinator	November (2011)
<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Leveled Literacy Intervention Program Training</li> </ul>	Literacy Coach	December (2011)
<ul style="list-style-type: none"> <li>iPad Training for ESL/Bilingual Teachers</li> </ul>	Literacy Coach/ESL Coordinator	January (2012)
<ul style="list-style-type: none"> <li>Ways to Differentiate Instruction and Effective Strategies for ELLs</li> </ul>	ESL Coordinator/Aussie	January (2012)
<ul style="list-style-type: none"> <li>Aligning Classroom Instruction to The Common Core Learning Standards</li> </ul>	Literacy Coach/Aussie	February (2012)

### Part D: Parental Engagement Activities

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

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

Begin description here:

We will provide parents with the opportunity to join an ESL class. Providing ESL classes to parents will help support parents in their journey to assist and develop proficiency in English. There will be 20-25 parents invited to attend our ESL Adult classes. Parents will be registered on a first come first served basis. The program will take place at C.S.150 for 10 Wednesdays from 3:10 – 5:10 pm. The program will begin on December 2011 and end in February 2012. Our Parent Coordinator will provide parents with registration forms and participation information. Two NYS certified ESL teachers will provide instruction for our ESL Adult class. These two teachers will provide parents with differentiated ESL instruction based on need. One key component of the program is to provide parents with survival English classes to support their communication with the school and community. We will work closely with our bilingual staff to provide additional translation support to parents. In return parent communication will be

**Part D: Parental Engagement Activities**

enhanced and student performance will improve.

**Part E: Budget**

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

Allocation Amount: \$26,628

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$18,007.20	The following is a breakdown of the sessions and per-session allotment:  6 Teachers x 26 sessions x 2 hours x \$50.02 = \$15,606.24  <ul style="list-style-type: none"> <li>•Per session rate with fringe: \$50.02</li> <li>•November 2011 – February 2012</li> <li>•Program hours: Tuesday &amp; Wednesday</li> </ul> Time: 3:15pm – 5:15 pm  <ul style="list-style-type: none"> <li>•Grades K- 5 (one teacher per grade)</li> </ul> Adult ESL Classes  The following is a breakdown of the sessions and per-session allotment:  2 Teachers x 12 sessions x 2 hours x \$50.02 = 2,400.96  <ul style="list-style-type: none"> <li>•Per session rate with fringe: \$50.02</li> <li>•December 2011 – February 2012</li> <li>•Program hours: Wednesday, Time: 3:10 - 5:10</li> </ul>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	PD Funded by School	Instructional staff will receive a series of professional development sessions provided by Aussie Consultant (Louise). These sessions will focus on effective ways of teaching ELL

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$26,628

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		students in a bilingual & ESL setting, with a focus on how to align curriculum to the Common Core Learning Standards.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	\$8,020.96	Fountas & Pinnell Leveled Literacy Intervention System (LLI): This is an AIS program that supports literacy instruction and helps teachers provide powerful daily, small group instruction. In addition, we will purchase NYSESLAT & Beyond workbooks for students in grades K-5.
Educational Software (Object Code 199)	\$600.00	Imagine Learning English Software: to develop English proficiency through ESL software  Student Licenses for Imagine Learning
Travel		
Other		
<b>TOTAL</b>	<b>\$26,628.00</b>	