



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :** ESTEBAN VICENTE EARLY CHILDHOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X170

PRINCIPAL: NANCY RAMOS

EMAIL: NRAMOS5@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy Ramos	*Principal or Designee	
Shannon Archambeau	*UFT Chapter Leader or Designee	
Christina Contreras	*PA/PTA President or Designated Co-President	
Jacqueline Romero	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sonia Acevedo Suarez	Teacher/Chairperson	
Christina Peralta	UFT Member	
Yaritza Lopez	Parent Representative	
Dilennia Sosa	Title I Parent Representative	

Simone Gomes	Special Education Parent Representative	
Maritza Zapata	Parent Coordinator	
Leonora Martinez	Community Representative	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

Teachers will plan one literacy and one math unit using the Common Core State Standards (CCSS), aligning curriculum, assessment, and instruction by June 2012.

### **Comprehensive needs assessment**

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

### **Rationale:**

Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units, that include multiple entry points to assure that all students meet state standards.

When looking at the CCSS, we realized we want our students to become critical thinkers, who can form an opinion and justify it with concrete evidence. This led us to examine our literacy and math units. In literacy we discovered that we need to incorporate more complex text in order to get our students to become more strategic readers/ thinkers and extend their learning. In math, we identified the need to revisit our monthly math writing tasks using the Depth of Knowledge rubric, so they become more performance based tasks where students think about the strategy they are using, question themselves; does it make sense and make appropriate adjustments. Students will also make a connection to the real world.

### **Instructional strategies/activities**

- Schedule professional development with CEI/CFN instructional personnel to revise one literacy and one math unit
- Attend Learning Centered Initiatives (LCI) professional development and implement strategies in our units
- Align unit plans with CCSS
- Schedule and calendar planning time for teachers to design units
- Incorporate depth of knowledge and text complexity in our units
- Schedule and calendar end of unit analysis of student work by grade using the Santa Cruz protocol
- Schedule and calendar half day planning sessions by grade
- Schedule and calendar time to look at student work by grade and content area (literacy and math)
- Teachers will make instructional adjustments based on student work

**Staff**

Principal  
Teachers  
Consultants: LCI  
CEI/CFN  
AUSSIE

**Scheduling**

City-wide professional development days  
Scheduled professional development days with CEI/CFN, LCI, CCSS  
In-house planning sessions with AUSSIE

**Measurable outcome:**

- One complete literacy unit aligned to the CCSS by June 2012
- One complete math unit aligned to the CCSS by June 2012

**Evidence:**

- Attendance- planning sessions and analyzing student work
- Completed units
- Curriculum maps
- Lesson plans

**Strategies to increase parental involvement**

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

A Town Hall meeting was held to inform the parents of the CCSS. At this meeting parents were given an overview of the standards. They were informed of the steps school is taking to make sure students meet the standards, and given hands-out of what they can do at home to help their children succeed.

Parents receive Weekly Profile Sheets, which keeps them informed of students academic goals and progress they are making in meeting those goals.

Kindergarten orientation is held May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the

classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards.

Meet the Teacher Week is scheduled to allow parents to meet their child's teacher. At this meeting the teacher informs parents of their expectations for the students.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Teacher Conferences are held twice a year. Parents meet individually with their child's teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home.

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

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

Professional development will be provided to teachers in order to deepen their understanding of the CCSS and the shifts that need to occur. They will work together with AUSSIE, LCI and CEI/CFN personnel to develop one standard based unit of study in literacy and math by June 2012.

### **Service and program coordination**

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

We share our building with a day care center. In order to make the transition from daycare to elementary school we give the daycare students a tour of our school. Students visit our school, sit in a Kindergarten class and listen to a story read by one of our teachers. This provides daycare students with an experience which may help them feel more comfortable when they enter formal education.

### **Budget and resources alignment**

**ARRA RTTT Citywide Inst Exp, ARRA RTTT Data Specialist, Contract for Excellence FY 09, School Support Supplement, Title I SWP, Title IIA Supplemental, Title III LEP, TL 09 C4E CTT, TL ASA Register Growth, TL CFES Open Schools Support Staff, TL Children First Network Support, TL Fair Student Funding, TL FSF Legacy Teacher Supplement, TL IEP Teacher, TL Mandated Speech Shared, TL Parent Coordinator TL Translation Services**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

To establish a high functioning Response to Intervention (RTI) Committee by June 2012.

### **Comprehensive needs assessment**

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

### **Rationale:**

Response to intervention teams identify and implement research supported strategies that work to develop and maintain student success by addressing academic, linguistic, and cultural needs to improve student achievement.

We are currently a Phase I school. Last year we were introduced to RTI and the Three Tier Intervention. This year we need to establish an RTI team that will work collaboratively with teachers, support personnel, and parents to employ resources to assure students make progress in the general education curriculum.

### **Instructional strategies/activities**

- Attend professional development provided by outside consultants and CEI/CFN
- Turnkey information to staff
- Create an RTI committee
- Calendar monthly (as needed) RTI meetings
- Identify students in need of RTI, set goals, implement research based instruction, meet after a six week cycle, and make adjustments as necessary. Repeat this process.
- Research and select a program for Tier 2 students, create a schedule of services, and implement program.
- Meet to analyze data to evaluate effectiveness of strategies and make modifications as necessary.
- Use RTI Survey to monitor growth of committee
- Establish procedures and decision-making rules for determining student's movement from tier to tier based on progress monitoring data

**Staff:**

Principal  
Teachers  
Consultants  
CEI/CFN  
School Based Support Team

**Scheduling:**

City-wide professional development days  
Scheduled professional development days with CEI/CFN  
Common planning sessions  
RTI Team meeting first Friday of every month  
Extended Day: Tuesday, Wednesday, and Thursday 2:50-3:40  
AIS Monday- Friday 8:30-2:50

**Measurable Outcome:**

PS 170 will have an established RTI team with a protocol (including calendar for meetings, personnel attending, monitoring of assessment, and goals) for decision making by June 2012.

**Evidence:**

- Attendance of professional development, common planning, and RTI team meetings September 2011 to June 2012
- List of RTI students October 2011-June 2012
- Screening schedule
- Calendar of RTI meetings
- RTI Survey

**Strategies to increase parental involvement**

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

Parents of students who attend Tier 2 programs (extended time, pull out reading and AIS) will be informed of their child's participation in the programs. There will be on going communication between service provider and parents.

Parents receive Weekly Profile Sheets, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher, which states the steps the school is taking as well as strategies they can use to help their children meet the standards.

School Leadership Team (SLT) and Parent Association (PA) meeting are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Teacher Conferences are held twice a year. Parents meet individually with their child's teacher to discuss student achievement. At this meeting, parents are given resources they can use with children at home.

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

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

Teachers will be trained in the implementation of Wilson Foundations, a research based program.

Professional development will be provided on Key Components and Practices of Scientifically Based Instruction.

Teachers will receive support with the analysis of data and goal setting for RTI students.

**Service and program coordination**

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

Principal for a Day will purchase the Wilson Foundations Program for first grade.

CEI/CFN will purchase the Wilson Foundations Program for Kindergarten.

CEI/CFN funded the SIOP professional development.

## **Budget and resources alignment**

**ARRA RTTT Citywide Inst Exp, ARRA RTTT Data Specialist, Contract for Excellence FY 09, School Support Supplement, Title I SWP, Title IIA Supplemental, Title III LEP, TL 09 C4E CTT, TL ASA Register Growth, TL CFES Open Schools Support Staff, TL Children First Network Support, TL Fair Student Funding, TL FSF Legacy Teacher Supplement, TL IEP Teacher, TL Mandated Speech Shared, TL Parent Coordinator TL Translation Services**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

The achievement of students with special needs will greatly improve through the implementation of professional development by June 2012.

#### **Comprehensive needs assessment**

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

#### **Rationale:**

Professional development will support teachers in addressing the needs of our special needs population thus increasing student achievement.

Last year's data indicates that students with special needs showed improvement in meeting their IEP goals. However, first and second grade did not meet our school goal .

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

- Use RTI to address the needs of students in Tier 1 and 2
- Academic Intervention teachers will work with small group of students to provide more individualized support in the areas of literacy and math
- Monitor and track students with special needs using: Individual Education Plans goals, math benchmarks, reading benchmarks, rubrics for writing and projects
  - Maintain and update IEPs in a timely manner
- Continue professional development provided by CEI/CFN 534 on Response to Intervention, SIOP, SESIS, and IEP clinics

**Staff:**

Principal  
Teachers  
Consultants  
CEI/CFN  
School Based Support Team

**Scheduling:**

City-wide professional development days  
Scheduled professional development days with CEI/CFN  
Common planning sessions  
RTI Team meeting first Friday of every month  
Extended Day: Tuesday, Wednesday, and Thursday 2:50-3:40  
AIS Monday- Friday 8:30-2:50

**Measurable Outcome:**

- 80% of students with special needs will meet their IEP goals

**Evidence :**

- Professional development attendance and agendas
- IEP Goal tracking sheet
- Teacher observation- implementation of professional development

**Strategies to increase parental involvement**

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

Parents of students who attend Tier 2 programs (extended time, pull out reading and AIS) will be informed of their child's participation in the programs. There will be on going communication between service provider and parents.

A Town Hall meeting was held to inform the parents of the CCSS. At this meeting parents were given an overview of the standards. They were informed of the steps school is taking to make sure students meet the standards, and given hands-out of what they can do at home to help their children succeed.

Parents receive Weekly Profile Sheets, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher which states what the school is doing as well as strategies they can use to help their children meet the standards.

Meet the Teacher Week is scheduled to allow parents to meet the child's teacher. At this meeting the teacher informs parents of their expectations for the students.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parents will meet with the School Based Support Team for annuals and re-evaluations.

Parents will be invited to meet with support personnel during parent teacher conferences.

Parent workshops will be scheduled to give parents an overview of child development in the area of speech. Parents will be given strategies they can use at home to help students in this area.

We have an open door policy were parents can call the school and schedule a meeting whenever they have any questions or concerns.

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

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

Professional development will be provided to teachers in order to deepen their understanding of the CCSS, the SIOP model and SESIS

Teachers will be trained in the implementation of Wilson Foundations, a research based program.

Professional development will be provided on Key Components and Practices of Scientifically Based Instruction.

Teachers will receive support with the analysis of data and goal setting for RTI students.

Teachers will receive professional development on using the CCSS to write IEP goals

**Service and program coordination**

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

Principal for a Day will purchase the Wilson Foundations Program for first grade.

CFN/CEI will purchase the Wilson Foundations Program for Kindergarten. They also funded our SIOP professional development..

**Budget and resources alignment**

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## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

The achievement of students, new to the country will greatly improve through the use of best practices for English Language Learners (ELLs) in their native language and English by June 2012.

### **Comprehensive needs assessment**

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

### **Rationale:**

Professional development will support teachers in addressing the needs of our ELL students thus increasing student achievement.

Last year we noticed that a flux of students new to the country were registered in January. We need to place on emphasis on helping this population adjust to their new environment while making gains in academic areas.

### **Instructional strategies/activities**

- Teachers will attend professional development sessions on implementing effective strategies for teaching ELLs including SIOP
- Teacher will plan lessons using the SIOP Model
- Teachers will plan engaging activities using a multisensory approach and best practices for ELLs
- Professional development will be evident during classroom instruction
- Kindergarten and first grade teachers will use the Waterford Early Intervention Program to monitor, assess, and track progress of students in the English language
- Identified new comers will be part of extended time and Title III after school program
- Schedule intervisitations

**Staff:**

Principal  
Teachers  
Consultants  
CEI/CFN

**Scheduling:**

City-wide professional development days  
Scheduled professional development days with CEI/CFN  
Common planning sessions  
RTI Team meeting first Friday of every month  
Extended Day: Tuesday, Wednesday, and Thursday 2:50-3:40  
AIS Monday- Friday 8:30-2:50  
ESL Parent Program- Tuesday-Wednesday 3:45-5:15  
All Stars After School Program- Tuesday-Wednesday 3:45-5:15  
Cook Shop for Families, one workshop a month December 2011 to June 2012

**Measurable Outcome:**

- 70% of ELLs new to the country will increase 3 levels on their Spanish running record by June 2012
- 70% of ELLs new to the country will increase 2 levels on their English running record by June 2012
- 70% of ELLs new to the country will increase 3 levels on their Spanish benchmark writing by June 2012
- 70% of ELLs new to the country will increase 2 levels on their English benchmark writing by June 2012
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**Evidence :**

- Professional development attendance and agendas
- Teacher observation
- Spanish and English running record
- Spanish and English benchmark writing
- Lesson plans
- Intervisitation schedule
- Cook Shop for Families attendance

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

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

We have scheduled ESL classes for parents twice a week. This program gives parents a foundation in developing social language in English.

We are part of Cookshop, a program which provides parents with nutritional information while emphasis a plant based diet. Parents attend workshops where a recipe is followed and parents are given the ingredients to make the recipe at home. This gives parent background knowledge about what their students are doing in school since two of our bilingual classes (kindergarten and second grade) are part of the program.

Parents receive Weekly Profile Sheets in their native language, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teachers, which states what the school is doing as well as strategies they can use to help their children meet the standards.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Teacher Conferences are held twice a year. Parents meet individually with their child's teacher to discuss student achievement. At this meeting, parents are given resources they can use with their students at home.

Parents of students who attend Tier 2 and 3 programs (extended time, pull out reading and AIS) will be informed of their child's participation in the programs. There will be on going communication between service provider and parents.

Parent will meet with the School Based Support Team for annuals and re-evaluations.

Parents will be invited to meet with support personnel during parent teacher conferences.

Parent workshops will be scheduled to give parents an overview of child development in the area of speech. Parents will be given strategies they can use at home to help students in this area.

We have an open door policy were parents can call the school and schedule a meeting whenever they have any questions or concerns.

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

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

Professional development will be provided to teachers in order to deepen their understanding of the CCSS and the shifts that need to occur. They will work together with AUSSIE, LCI and CEI/CFN personel to develop one standard based unit of study in literacy and math by the end of June 2012.

Teachers will be trained in the implementation of Wilson Foundations, a research based program.

Professional development will be provided on Key Components and Practices of Scientifically Based Instruction.

Teachers will receive support with the analysis of data and goal setting for RTI students.

Professional development will be provided to teachers on how to build the academic language of our ELL students through the use of the SIOP model.

Teachers will be trained in the implementation of Wilson Foundations, a research based program in Kindergarten and first grade.

Professional development will be provided on Key Components and Practices of Scientifically Based Instruction.

Teachers will receive support with the analysis of data and goal setting for RTI students.

### **Service and program coordination**

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

CEI/CFN funded the SIOP professional development.

Title III is funding our ESL After School program.

Cookshop for parents and students in participating classes are funded with federal funds.

**Budget and resources alignment**

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ARRA RTTT Citywide Inst Exp, ARRA RTTT Data Specialist, Contract for Excellence FY 09, School Support Supplement, Title I SWP, Title IIA Supplemental, Title III LEP, TL 09 C4E CTT, TL ASA Register Growth, TL CFES Open Schools Support Staff, TL Children First Network Support, TL Fair Student Funding, TL FSF Legacy Teacher Supplement, TL IEP Teacher, TL Mandated Speech Shared, TL Parent Coordinator TL Translation Services

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

All teachers will continue to develop individual goals and create professional development plans supporting the school goals by June 2012.

### **Comprehensive needs assessment**

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

Rationale:

Teachers will continue their professional growth through individualized professional development and self assessment.

Professional development is emphasized at our school. Each year teachers complete a professional development survey, from this survey they identify an area were they want to focus on professionally. Based on their self assessment, teachers create an individual action plan.

### **Instructional strategies/activities**

- Professional development sessions will be scheduled throughout the school year to meet the professional needs of teachers
- Using the Santa Cruz Continuum of Teacher Development as a guide, teachers will select one area on the continuum to study in professional learning communities
- Teachers will set a goal, self assess and fill in where they fall on the continuum, and create individual action plan to move across the continuum
- Teachers will reflect on their professional growth and when necessary make revisions and/or set new goals

**Staff:**

Principal  
Teachers  
Consultants  
CEI/CFN  
AUSSIE  
School Based Support Team  
Office on ELLs/BETAC

**Scheduling:**

City-wide professional development days  
Scheduled professional development days with CEI/CFN  
Common planning sessions  
RTI Team meeting first Friday of every month  
Intervisitations scheduled October 2011-june 2012  
Scheduled Office of ELLs/BETAC professional development

**Measurable Outcome:**

- 100% of teachers will move a minimum of one level across the continuum of teacher development by June 2012

**Evidence :**

- Professional development attendance and agendas
- Goal tracking sheet
- Teacher observation- implementation of professional development
- Teacher action plans
- Teacher self assessment using professional development rubric

**Strategies to increase parental involvement**

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

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

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

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

Based on professional the development survey and action plans, administration will seek appropriate personnel to provide professional development in the corresponding areas.

**Service and program coordination**

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

CEI/CFN provides professional development in the areas of RTI, ELL, and SIOP.

The Office of English Language Learners provides professional development for teachers of ELLs.

**Budget and resources alignment**

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### 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>	95	95	N/A	N/A			3	13
<b>1</b>	93	93	N/A	N/A			2	18
<b>2</b>	73	73	N/A	N/A			1	10
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								

9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>AIS teachers are scheduled to push into classroom. They provide small group and individual instruction to students who are at risk as well as high achievers. This happens during the school day, Monday through Friday.</p> <p>Reading Teacher- Our reading teacher pulls out small groups of students based on their specific needs. There is a focus on reading using word work for 45 minutes a day.</p> <p>Extended Time- We are providing Response to Intervention (RTI) services to our RTI Tier 2 students during extended time. Students have been grouped according to individual needs as per results of our assessments. Areas targeted are phonics, writing, reading, vocabulary, phonemic awareness English as a Second Language (ESL) and native language. This occurs Tuesday through Thursday from 2:50-3:40.</p> <p>After School Program- There are various programs to address the needs of at-risk and extend the learning of high achieving students. First and second grade students participate in music, art and drama, baton twirling, and academic programs based on their needs. This occurs Tuesday through Thursday from 3:45-5:15</p> <p>ESL After School Program- Our ESL program consists of bilingual students that are at the beginner and intermediate levels in the English language. Students participate in learning experiences that enhance the development of the English language. The first grade group is using the Cookshop Program. Cookshop provides students with hands on cooking experiences as well as nutritional education. Second grade students use Carousel. These programs foster the development of the English language through discussion as well as writing. This occurs Tuesday and Wednesday from 3:45-5:15</p>

<p><b>Mathematics</b></p>	<p>AIS teachers are scheduled to push into classroom. They provide small group and individual instruction to students who are at risk as well as high achievers. This happens during the school day, Monday through Friday.          Extended Time. We are providing Response to Intervention (RTI) services to our RTI Tier 2 students during extended time. Students have been grouped according to individual needs as per results of our math assessment. This occurs Tuesday through Thursday from 2:50-3:40.          After School- There are various programs to address the needs of at-risk and extend the learning of high achieving students. First and second grade students participate in music, art and drama, boton twirling, and academic programs based on their needs. Key math concepts are embedded in these areas. This occurs Tuesday and Wednesday from 3:45-5:15</p>
<p><b>Science</b></p>	
<p><b>Social Studies</b></p>	
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>We have an F statues school psychologist, who is doing psychological evaluations for initial referrals and re-evaluations.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Our social worker meets with students individually to support students displaying aggressive behaviors.</p>
<p><b>At-risk Health-related Services</b></p>	<p>We have a physical therapist scheduled to our school once a week to provide services to students.          Other health related services are contracted out. Parents receive the appropriate information from the School Based Support Team.          We have a speech teacher who provides services to students in order to meet their IEP goals.</p>

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

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

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

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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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

- always try my best to learn.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Ben Waxman</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>170</b>
School Name <b>The Esteban Vicente School</b>			

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

Principal <b>Nancy Ramos</b>	Assistant Principal <b>N/A</b>
Coach <b>Lisa Velazquez</b>	Coach <b>Sonia Acevedo Suarez</b>
ESL Teacher <b>Lisette Silva</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Emelia Martinez-2<sup>nd</sup> ICT Biling</b>	Parent <b>Francisco Caraballo</b>
Teacher/Subject Area <b>Penelope Perdomo- K ICT</b>	Parent Coordinator <b>Maritza Zapata</b>
Related Service Provider <b>Sandra Corro-Moy</b>	Other <b>Cluster Leader:Debra Maldonado</b>
Network Leader <b>Ben Waxman</b>	Other <b>N/A</b>

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

### D. School Demographics

Total number of students in school	<b>260</b>	Total Number of ELLs	<b>79</b>	ELLs as share of total student population (%)	<b>30.38%</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. 

1. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by the literacy coach/bilingual coordinator who is a certified teacher and has received training. Based on the home language survey any student whose HLS has two or more boxes checked (questions #1-5) and 2 or more (questions #6-8) that indicate a second language is spoken at home is administered the LAB-R. The exam is administered by the literacy coach/bi-lingual coordinator. Based on these results and the parents selection on The Program Selection Form, the child is either entitled and placed into a bilingual class or receives English As a Second Language services ESL( Cut off score).

Each Spring, the NYSESLAT is administered to all entitled students. These students are identified using the ATS (RLER) report. Ms. Velazquez, the ELL Coordinator and Testing Coordinator administers the speaking portion of the NYSESLAT exam to all entitled students. Ms. Velazquez also administers the reading, listening and writing portion of NYSESLAT to all ESL students. Ms. Perdomo administers the reading, listening, and writing portion of NYSESLAT to Bilingual Kindergarten students, Ms. Castillo administers the reading, listening, and writing portion of NYSESLAT to Bilingual first grade students, and Ms. Silva administers the reading, listening, and writing portion of NYSESLAT to Bilingual second grade students.

2. Based on the results of the exam, parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. The Literacy Coach/Bi-lingual Coordinator and Parent Coordinator work together at this orientation to ensure parents understand the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is also available for parents. ELL Orientation is conducted by the Literacy Coach/Bi-Lingual Coordinator and Parent Coordinator as needed throughout the year for new entitled registrants.

3. In September within the first 10 days of school, parent selection forms, entitlement letters, non entitlement letters and continuation of service letters are sent home. Parent selection forms are also provided at the parent orientation for those who have not returned forms or would like help completing the form. Copies of all forms are kept in the ELL binder by the Literacy Coach/Bi-lingual coordinator and in labeled folders in the main office. A copy of all forms are also placed in the students cumulative record folder. The trend in parent choice letters is the transitional bilingual program. This program is offered in our school.

As the Literacy Coach/Bi-lingual coordinator receives returned Program Selection Forms, she checks off on a school made organizational matrix, that the form has been returned. A copy of the matrix is given to the Parent Coordinator. The Parent Coordinator then calls home and alerts the parent at dismissal. If the form has still not been returned by the November Parent Teacher Conference, the Parent Coordinator, classroom teacher and Literacy Coach/Bi-lingual coordinator collaborate to retrieve the Program Selection Form at this conference. The classroom teacher and Parent Coordinator are given a list of student names. As the parents of these students arrive for the conference, the Literacy Coach/Bi-lingual Coordinator is alerted and attends the PTC with a new Program Selection Form to ensure the form is completed at that time.

4. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by the literacy coach/bilingual coordinator who is a certified teacher and has received training. Recommended sample questions received at the CFN #534 ELL Monthly Meetings during the 2009-2010 are used during the interview process. Responses are also kept in the ELL Binder by the Literacy Coach/Bi-lingual Coordinator. The interview is conducted in the native language of the parents when possible. Based on the home language survey any student whose HLS has two or more boxes checked that indicate a second language is spoken at home is administered the LAB-R. If the student does not achieve a passing score, (Kindergarten=26, First grade=33, Second Grade=52), the Spanish LAB is then administered. This exam (Spanish LAB) is administered in the same sitting. The exams are administered by the literacy coach/bi-lingual coordinator/SpEd liaison. Ms. Velazquez, who speaks English and Spanish, is certified in both General Education and Special Education Grades 1-6.

Based on these results and the Program Selection Form, the child is either entitled and placed into a bilingual class or receives English As a Second Language services ESL( Cut off score). Based on the results of the exams parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is available for parents. In September, parent selection forms, entitlement letters and continuation of service letters are sent home. Parent selection forms are also provided at the parent orientation for those who have not returned forms.

5. The trend in parent choice letters is the transitional bilingual program. Out of twenty five new kindergarten, first, and second grade students who are entitled to ELL services, twenty one (21) parents selected transitional bilingual education as their first choice. This program is offered at all grade levels (K-2) in our school. Four (4) parents chose ESL as their first choice. Zero (0) parents chose Dual Language as their first choice.

6. The trend in parent choice is Transitional Bilingual Education. This program is offered in our school on all grade levels. We have ICT TBE in kindergarten, first, and second grades.

## 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
<b>Dual Language</b> (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1											3
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>6</b>									

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	78	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	2	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	62	0	19	0						62
Dual Language	0	0	0	0						0
ESL	16	0	4	2						18
<b>Total</b>	<b>78</b>	<b>0</b>	<b>23</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>80</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	20	19	22											61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>20</b>	<b>19</b>	<b>22</b>	<b>0</b>	<b>61</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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	7	5											17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	0											1
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>18</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. We have a (TBE) bilingual kindergarten, first and second grade CTT class. We also have an ESL push in model for kindergarten, first, and second grade students who are in monolingual classes and are mandated to receive ESL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled class ESL time.

Bilingual students receive the required amount of Native Language Arts and ESL time based on their English language proficiency. A minimum of 360 minutes of ESL activities on a weekly basis is provided to students who scored at the beginner and intermediate level of English Proficiency. This includes 180 minutes of ESL and 180 minutes of English language arts within the literacy program. Cluster teachers and art residences provide English to ELL students through social studies, science, dance, and art based on their proficiency level. Through dance, percussion, music, art, international month, and celebrations throughout the year ELLs heritage is studied and celebrated. This lends support by allowing students to share their language and customs.

2. Teachers create program cards in September with the Coaches and the Bilingual Coordinator's assistance. Program cards are reviewed to ensure students are receiving the mandated number of instructional minutes. The principal keeps a copy of all program cards in the

## A. Programming and Scheduling Information

main office.

These cards are used during a Principal's observation of a Bi-Lingual/ESL Teacher. All monolingual classroom teachers, bi-lingual classroom teachers, cluster/ESL teachers, para-professionals, coaches and Principal receive copies of NYSESLAT/LAB-R results and proficiency levels in September to plan for instruction and observation.

Students who are in the beginner level receive:

Reader's Workshop	45 (NL)
Writer's Workshop	40 (NL)
Word Work	25 (NL)
Independent Reading	20 (NL)
Morning Routines	30 (ESL)
Math Workshop	60 (NL)
Read Aloud	10 (NL)
Read Aloud	20 (ESL)
Science/Social Studies/	45 (ESL)
Dance/Music	
English	45 (ESL)

Students who are in the intermediate level receive:

Reader's Workshop	45 (NL)
Writer's Workshop	40 (NL)
Word Work	25 (NL)
Independent Reading	20 (ESL)
Morning Routines	30 (ESL)
Math Workshop	60 (NL)
Read Aloud	30 (ESL)
Science/Social Studies	45 (ESL)
Dance/Music	
English	45 (ESL)

Students who are in the advanced level receive:

Reader's Workshop	45 (NL)
Reader's Workshop	40 (ELA)
Writer's Workshop	40 (ELA)
Word Work	25 (ELA)
Independent Reading	20 (NL)
Morning Routines	20 (ESL)
Math Workshop	60 (Eng.)

Read Aloud	30 (ELA)
Read Aloud	20 (ESL)
Science/Social Studies	40 (ELA)
Dance/Music	

\*ESL studnts push-in to the bi-lingual classroom based during ESL based on the students proficiency level. SEE ABOVE SCHEDULES

## A. Programming and Scheduling Information

and PL's.

3. The New York State literacy, math and science curriculum have been followed to ensure that our children are meeting the standards when they leave our school. Using the balanced literacy approach teachers implemented units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

In mathematics, the bilingual students are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All students kindergarten students assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

In science, bilingual students receive instruction based on state standards. Students participate in hands on learning experiences. This gives the students concrete experiences which aid in developing language in their native tongue as well as in the English language.

Writing is emphasized at PS 170. Through our writing units of study, lessons are planned to improve students' writing skills. Students assess their work through the use of checklists. Students self edit to increase accountability and develop a sense of ownership. Students are exposed to poetry, letter writing, research projects, and free writing during the writer's workshop, which includes interactive, guided, shared, and independent writing. Teachers conference with students to set goals which will improve their writing skills. Writing occurs in both the English and Spanish languages.

### 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)			
both English and Spanish	100%			
	75%			
An abundance of Spanish books by Antanastios, Rigby, and Book Source were ordered in English and Spanish to provide teachers with the resources to increase student performance. The books	50%			
	25%			
	Dual Language			
	100%			
Students are scheduled to visit our library. Students are exposed to the resources available. The library teacher also provides instruction to support the classroom teachers with the units of study	75%			
	50%			
	25%			
	Freestanding ESL			
which allow students to make connections between the concrete and abstract. Students work on grade appropriate projects in all content areas. Through the use of picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.	100%			
	75%			
	50%			
	25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding.

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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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. English Language Learners, who have newly arrived to the country attend our Extended Day Program. Ms. Ramirez works with this small group of three on Tuesday Wednesday, and Thursday afternoons from 2:50 to 3:40. Academic Intervention Services teachers provide small group and individualized instruction to our at-risk ELL's. This small group includes holdovers and students who have not met the benchmarks in reading, writing or Math.

9. Students who reach proficiency level on the NYSESLAT exam are transferred to monolingual classes. Support is provided to students reaching proficiency level by providing them with ESL services. These students are also invited to be a part of our Title 3 ESL or Native Language Arts afterschool program. Students are placed with either Ms. Silva or Ms. Velazquez depending on results of the data and teacher recommendation. Parents who request to keep their child in the TBE program are granted their request and students are transitioned into a monolingual class for one period a day. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the end of second grade.

10. Our CFN has purchased 3 new Wilson Foundations Kits for the 2011-2012 school year. On Election Day, all kindergarten teachers, para-professionals and support staff (Erica LeRea, Lisa Velazquez, Sonia Acevedo Suarez, Sandra Corro-Moy) will attend the Wilson Foundations Traing provided by CFN Support Specialist Larry Buckman, hosted by our school.

We have also created an RTI extended day. All Tier 2 and Tier 3 students attend exyended day on Tuesday and Wednesday and Thursday from 2:50- 3:40. Last Spring all teachers identified possible RTI candidates for the 2011-2012 school year. Candidates were then assessed in September. Any student who did not meet the benchmark was enrolled in the RTI extended day. Students were placed based on the results of data in one of the following areas: phonics, phoenimic awareness, vocabulary, fluency, or comprehension. We aslo have two students in a Math Rti extended day program. Teachers have assessed students with a pre-test, created goals and will give a post test after six weeks. Depending on the results of the post assessment, students will either remain in their current section working on the area of need, move to another area of concern or exit the RTI extended day program and remain in Tier 1.

11. None of our ELL programs will be discontinued this school year.

12. First and Second grade ELL's participate in our Student Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, and graphic design.

First and Second grade ELL's participate in our percussion residence. Students learn how to read, write music, and play instruments. There is a culminating performance where parents are invited to come and view their child's performance. Kindergarten and first grade students participate in a circus residency. This helps with our speaking and listening focus. Students learn about voice projection and articulation as well as acting and play writing. Kindergarten through second grade students receive a full year of music instruction. Students are exposed to tempo, pitch, dynamics and reading music. Students write and record a class song. A cd release party is held at the end of the year, where all students receive a copy.

Kindergarten ELL's take part in a our Chinese New Year Celebration. Students learn about the Chinese culture and parade throughout the school showing their dragons.

## B. Programming and Scheduling Information--Continued

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## A. Programming and Scheduling Information

## 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

areas. Through the use of picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on

## 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. We use every opportunity to provide teachers with professional development in developing strategies to improve instruction and enhance learning. A Professional Development Survey was created in October. All teachers including the speech therapist were asked to complete the survey in order for administration to meet the needs of the staff. Surveys were reviewed and Professional Development will be differentiated for all teachers.

Citywide professional development days (November and June) will be utilized for site based training by coaches and CEI/CFN personnel. Topics include Common Core Learning Standards, Special Education, ELL Science strategies, Wilson Foundations, and SIOP training. Common grade preps are used for staff development to continue to align curriculum with the standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math. The speech therapist attends common planning sessions three times a month, one time for each grade.

Monolingual, bilingual, and special education teachers who provide services to ELL's meet with the Instructional Support Team to discuss and create intervention plans to meet the needs of our special needs/at risk students. Professional Development has been scheduled with the speech pathologist after teachers expressed the needs for ideas on how to work with children who have severe speech delays. The speech pathologist has been scheduled to attend three (3) common planning sessions for all grades.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers, speech therapist, physical therapist, secretary, and parent coordinator. In the Fall, all teachers and related service providers receive and review a copy of the NYSESLAT scores. Teachers identify student needs. During planning sessions with coaches and the principal, strategies are shared within the four modalities. We do not have an assistant principal, psychologist, guidance counselor, or occupational therapist. The physical therapist visits our school two days a week from 12:00-2:00.

Lab sites have been identified in literacy and math. Monolingual, bilingual, and special education teachers who provide services to ELL's are scheduled to visit the sites and observe lessons. Time is allotted for pre and post debriefing.

Bilingual Teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, special education teachers, and related service providers, who provide services to ELL's have also received professional development on differentiated instruction and learning styles. Staff members will continue to receive professional development in this area from CFN/CEI Support Staff.

3. This summer ALL staff members received SIOP training from Martha Trejo, a Pearson consultant and will continue SIOP (Part 2) training on October 25, 2011. Teachers are currently SIOPizing one area of instruction (math, reading, writing), creating and implementing content and language objectives. We are currently working on scheduling another day of SIOP training with Marta Trejo this winter. SIOP training fulfills the mandated training for all staff members as per Jose P.

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## E. Parental Involvement

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

1. We have maintained high parental involvement as evidenced by attendance of parent workshops, Town Hall Meetings, Parent Teacher Conferences, Meet the Teacher Week, Parent Association Meetings, School Leadership Team Meetings, ESL Classes and CookShop for Families. Our parent coordinator supports efforts to maintain parent involvement.

We acknowledge that the home school partnership is an essential tool to foster learning. At PS 170 we make an effort to inspire parents to become involved in their child's education. This has resulted in a high percentage of parental involvement in all school events. An example of this is the performances throughout the school year, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school and meet with administration and staff to discuss their children's education. Parents

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We believe parents play an integral role in their children's education. All information sent home is translated into Spanish, Chinese, French or Arabic. Translators are available for meetings if needed. It is obvious throughout the building that many cultures are respected and recognized through a broad range of extra curricula activities and content areas integrated across the curriculum. The Parent Executive Board meetings are held on a monthly basis to discuss school related issues. Administration is present at parent association meetings for question and answer sessions. Parents are also part of the School Leadership Team that consists of an equal parent/staff ratio. Parents attend Parent Curriculum Conferences and Language Allocation Policy Conferences to be informed of the curriculum and standards. The school provides parent workshops and educates parents on how to help their children in a wide range of areas.

2. We will continue to bring Cook Shop for Parents in our school. This will reinforce the education that students are receiving in the classroom. This program will help parents make healthy food choices when preparing meals. Parents will prepare recipes in school and receive supplies to make the recipes at home. This program will run from January to June.

Our adult ESL classes will begin November 1, 2011. Classes will be held on Tuesdays and Wednesdays from 3:40 to 5:15. These ESL classes provided by Ms. Taveras, are open to all members of the community. We currently have fifty registrants.

3. Parent Association meetings are held monthly to keep parents informed of school events. Time is allotted for questions and concerns. At this time a survey is given to parents to assess their needs. They can make suggestions for future workshops. Parents are also members of the School Leadership Team and Language Allocation Policy Team. The parent representative shares concerns, any parent may have at this time.

4. Parent Surveys are reviewed. Activities and guest speakers are scheduled based on the results of the survey and feedback from parent meetings, Town Hall Meetings, School Leadership Team Meetings and Language Allocation Policy Team Meetings.

### Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

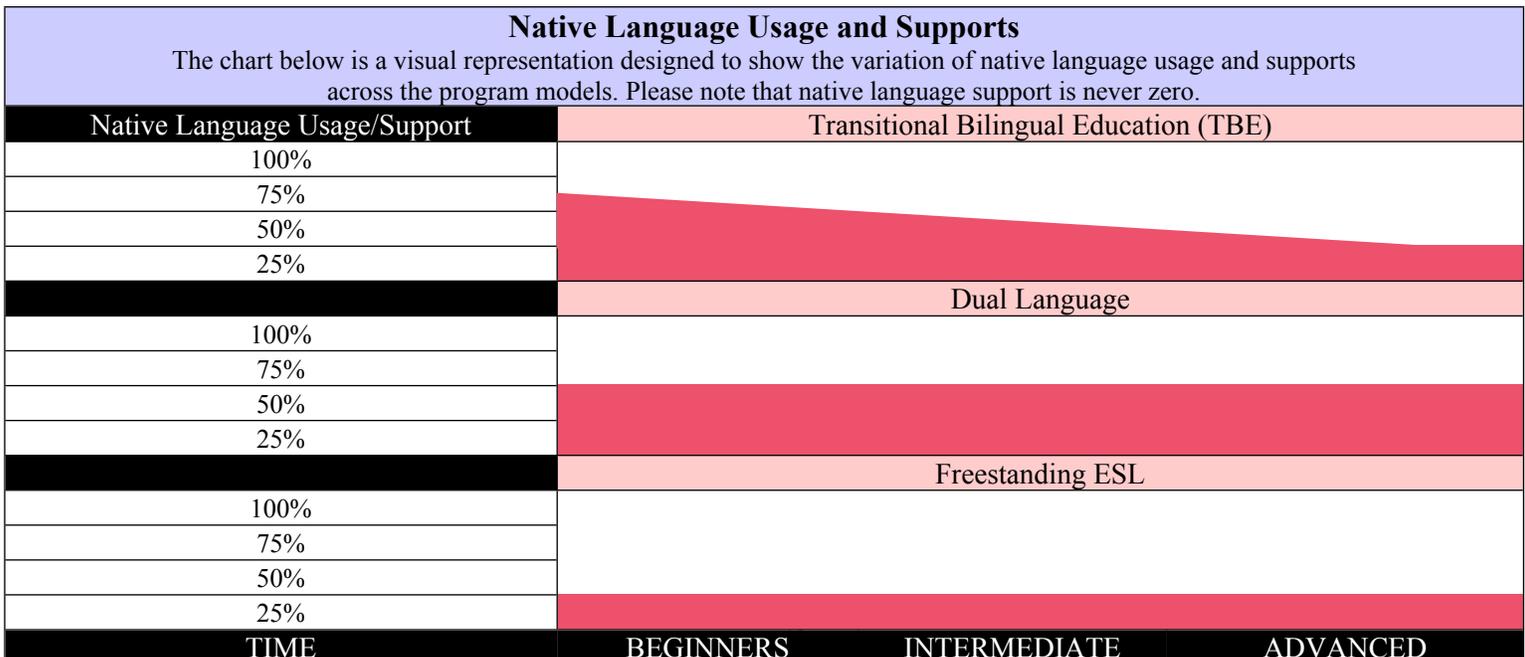
Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

	Our school has also created

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
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



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

## B. Programming and Scheduling Information--Continued

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9. Students who reach proficiency level on the NYSESLAT exam are transferred to monolingual classes. Support is provided to students reaching proficiency level by providing them with ESL services. These students are also invited to be a part of our Title 3 ESL or Native Language Arts afterschool program. Students are placed with either Ms. Silva or Ms. Velazquez depending on results of the data and teacher recommendation. Parents who request to keep their child in the TBE program are granted their request and students are transitioned into a monlingual class for one period a day. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the end of second grade.

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We feel this is due to teachers having a voice in the school and being part of the decision making process
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- Two of our ballet students were accepted to the American School of Ballet

## B. Programming and Scheduling Information--Continued

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Kindergarten ELL's take part in our Chinese New Year Celebration. Students learn about the Chinese culture and parade throughout the school showing their dragons.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

1. We use every opportunity to provide teachers with professional development in developing strategies to improve instruction and enhance learning. A Professional Development Survey was created in October. All teachers including the speech therapist were asked to complete the survey in order for administration to meet the needs of the staff. Surveys were reviewed and Professional Development will be differentiated for all teachers.

Citywide professional development days (November and June) will be utilized for site based training by coaches and CEI/CFN personnel. Topics include Common Core Learning Standards, Special Education, ELL Science strategies, Wilson Foundations, and SIOP training. Common grade preps are used for staff development to continue to align curriculum with the standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math. The speech therapist attends common planning sessions three times a month, one time for each grade.

Monolingual, bilingual, and special education teachers who provide services to ELL's meet with the Instructional Support Team to discuss and create intervention plans to meet the needs of our special needs/at risk students. Professional Development has been scheduled with the speech pathologist after teachers expressed the needs for ideas on how to work with children who have severe speech delays. The speech pathologist has been scheduled to attend three (3) common planning sessions for all grades.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers, speech therapist, physical therapist, secretary, and parent coordinator. In the Fall, all teachers and related service providers receive and review a copy of the NYSESLAT scores. Teachers identify student needs. During planning sessions with coaches and the principal, strategies are shared within the four modalities. We do not have an assistant principal, psychologist, guidance counselor, or occupational therapist. The physical therapist visits our school two days a week from 12:00-2:00.

Lab sites have been identified in literacy and math. Monolingual, bilingual, and special education teachers who provide services to ELL's are scheduled to visit the sites and observe lessons. Time is allotted for pre and post debriefing.

Bilingual Teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, special education teachers, and related service providers, who provide services to ELL's have also received professional development on differentiated instruction and learning styles. Staff members will continue to receive professional development in this area from CFN/CEI Support Staff.

3. This summer ALL staff members received SIOP training from Martha Trejo, a Pearson consultant and will continue SIOP (Part 2) training on October 25, 2011. Teachers are currently SIOPizing one area of instruction (math, reading, writing), creating and implementing content and language objectives. We are currently working on scheduling another day of SIOP training with Marta Trejo this winter. SIOP training fulfills the mandated training for all staff members as per Jose P.

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## E. Parental Involvement

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

1. We have maintained high parental involvement as evidenced by attendance of parent workshops, Town Hall Meetings, Parent Teacher Conferences, Meet the Teacher Week, Parent Association Meetings, School Leadership Team Meetings, ESL Classes and CookShop for Families. Our parent coordinator supports efforts to maintain parent involvement.

We acknowledge that the home school partnership is an essential tool to foster learning. At PS 170 we make an effort to inspire parents to become involved in their child's education. This has resulted in a high percentage of parental involvement in all school events. An example of this is the performances throughout the school year, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school and meet with administration and staff to discuss their children's education. Parents

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We believe parents play an integral role in their children's education. All information sent home is translated into Spanish, Chinese, French or Arabic. Translators are available for meetings if needed. It is obvious throughout the building that many cultures are respected and recognized through a broad range of extra curricula activities and content areas integrated across the curriculum. The Parent Executive Board meetings are held on a monthly basis to discuss school related issues. Administration is present at parent association meetings for question and answer sessions. Parents are also part of the School Leadership Team that consists of an equal parent/staff ratio. Parents attend Parent Curriculum Conferences and Language Allocation Policy Conferences to be informed of the curriculum and standards. The school provides parent workshops and educates parents on how to help their children in a wide range of areas.

2. We will continue to bring Cook Shop for Parents in our school. This will reinforce the education that students are receiving in the classroom. This program will help parents make healthy food choices when preparing meals. Parents will prepare recipes in school and receive supplies to make the recipes at home. This program will run from January to June.

Our adult ESL classes will begin November 1, 2011. Classes will be held on Tuesdays and Wednesdays from 3:40 to 5:15. These ESL classes provided by Ms. Taveras, are open to all members of the community. We currently have fifty registrants.

3. Parent Association meetings are held monthly to keep parents informed of school events. Time is allotted for questions and concerns. At this time a survey is given to parents to assess their needs. They can make suggestions for future workshops. Parents are also members of the School Leadership Team and Language Allocation Policy Team. The parent representative shares concerns, any parent may have at this time.

4. Parent Surveys are reviewed. Activities and guest speakers are scheduled based on the results of the survey and feedback from parent meetings, Town Hall Meetings, School Leadership Team Meetings and Language Allocation Policy Team Meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	5	8											21
Intermediate(I)	1	13	6											20
Advanced (A)	16	6	13											35
Total	25	24	27	0	0	0	0	0	0	0	0	0	0	76

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	4										
	I		5	1										
	A		9	14										
	P		5	5										
READING/ WRITING	B		4	5										
	I		10	5										
	A		6	11										
	P		3	3										

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test								0	

**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?

## 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.

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## Part VI: LAP Assurances

School Name: <u>P.S. 170</u>		School DBN: <u>09X</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Ramos	Principal		11/2/11
	Assistant Principal		
Maritza Zapata	Parent Coordinator		11/2/11
	ESL Teacher		11/2/11
Francisco Caraballo	Parent		11/2/11
Lisette Silva Bilingual ICT 2	Teacher/Subject Area		11/2/11
Penelope Perdomo Bil. ICT K	Teacher/Subject Area		11/2/11
Lisa Velazquez	Coach		11/2/11
Sonia Acevedo Suarez	Coach		11/2/11
	Guidance Counselor		
Ben Waxman	Network Leader		11/2/11
Sandra Corro-Moy	Other <u>Speech Pathologist</u>		11/2/11

**School Name: P.S. 170**

**School DBN: 09X**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X170      **School Name:** Esteban Vicente Early Childhood

**Cluster:** 534      **Network:** CFN CEI

**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.

Language translation and interpretation data is collected through a review of the home language surveys and interaction with parents when they come to register their children. A bilingual (Spanish) parent coordinator and school secretary are available to address the translation needs of parents. We have two staff members who know sign language and communicate with hearing impaired parents. When necessary we reach out to agencies for interpretation in other languages.

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

We have a high percentage of Hispanic families in our school. We have a small percentage of families who speak various African dialects and one parent who speaks Chinese.

The school community has been informed during School Leadership Team and Parent Association Meetings. Translation occurs at these events.

## 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.

- a. We have in house staff members who translate correspondence. All parent letters are translated into Spanish to assure parents are informed of school events.
- b. Report cards comments are written in Spanish.
- c. We utilize the Board of Education website to attain translated forms in various languages.
- d. We obtain the services of agencies for interpretation in other languages.

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

- a. Translation is available at all parent events (workshops, parent teacher conferences, hold-over meetings, Learning Leaders training, parent association meetings, and performances)
- b. Staff is available to assist parents with intepretation in Spanish.
- c. We have a list of agencies which translate to parents who speak languages other than Spanish. These conferences are held via telephone.

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>.

Many of our staff members are bilinugal and serve as traslators and interpretors. We also reach out to agencies to serve as interpretors for languages not spoken by our staff.



## Title III Immigrant Funds Supplemental Program for Immigrant Students

### Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to [TitleIIIImmigrantPlans@schools.nyc.gov](mailto:TitleIIIImmigrantPlans@schools.nyc.gov).

Part A: School Information	
Name of School: P.S. 170	DBN: 09x170
Cluster Leader: Hongying Shen	Network Leader: Ben Waxman
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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):

Before school       After school       Saturday academy       Other:

Total # of immigrant students (including ELLs) to be served: 28

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

Public School 170 is a Kindergarten to second grade school. We service 10 first grade ELL students and 18 second grade ELL students in our English as a Second Language after school program. One certified bilingual teacher will work with 11 second grade students and one first grade students who are advanced in the acquisition of the English language. We also have two common branch certified teachers, one who will work with the six first grade students and one second grade student, who are at the intermediate level of acquisition of the English language, the other certified teacher will work with three first grade students and six second grade students who are at the beginner level of English language acquisition. The language of instruction is English. The program will provide rich learning experiences which increase student acquisition of the English language.

The materials selected will assist ELLs in meeting the New York State Standards in the areas of reading, writing, listening, and speaking. The ESL program will target ELLs who scored at the beginning, intermediate, and advanced levels on the Spring 2011 NYSESLAT exam. The advanced and beginner students will use Carousel of Ideas, which is a comprehensive language development programs which integrates reading, listening, speaking, and writing, recommended by Special Services Manager ELL Leader RoseMary Caban. The intermediate group will use Cookshop, a program developed by the New York Foodbank. This program will provide students with hands on experiences where they get to explore various foods using their senses. Language will be developed through real world experiences of describing the foods and following recipes. This program is at no cost to Title III.

These programs prepare students for success in mainstream academic classes. Technology is also incorporated into the after school program. Students listen to stories online, use various websites to reinforce word work skills, research topics of interest/projects, and publish work. This will improve student performance on the NYSESLAT exam, running records, and ECLAS 2. The program will be held on Tuesday and Wednesday from 3:45-5:15, from October to May.

### Part C: Professional Development

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

We use every opportunity to train teachers in developing ESL strategies to improve instruction, enhance learning, and develop awareness of the Common Core State Standards. City wide professional development days (November and June) and calendar changes will be utilized for site based training by coaches, CEI personnel, and consultants. Common grade preps are used to analyze data and make instructional decisions; this is done with the principal and coaches.

During the summer teachers attended summer planning. Teachers examined their units of study in the area of literacy and math and made revisions based on data.

ELL students are a focus in our school, an ESL handbook has been created by teachers and certified ESL AUSSIE consultants which highlight ESL strategies teachers use when planning for their students. This year teachers attended two full days of Sheltered Instruction Operational Protocol (SIOP) with Martha Trejo a Pearson consultant. This professional development provided teachers with techniques and strategies they will implement in their classrooms to aid our ELLs academic growth, not only in the acquisition of the English language but also developing academic vocabulary. Teachers also learned how to create rigorous content and language objectives for individual lessons.

ESL lab sites have been identified. Monolingual teachers are scheduled to visit these ESL sites and observe lessons. Time is allocated for pre and post debriefing.

We have a Collaborative Team Teaching (ICT) Class, in kindergarten, first grade, and second grade. Professional development will be scheduled throughout the school year to provide support and teaching strategies to increase student performance in acquiring the English language and meeting their IEP goals.

The Title III professional development allocation will be used to hire a math AUSSIE to provide support implementing the CCSS. The goals of these sessions are as follows.

- a). Teachers will develop an awareness of the math CCSS through the development of a standards based unit in math.
- b). Teacher will have a deep understanding of the mathematical practices and content standard identify by DOE for their specific grade

### Part C: Professional Development

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers. In the Fall, teachers receive a copy of the NYSELAT scores and identify student needs and proficiency levels. During planning sessions with coaches and principal, strategies are shared by bilingual teachers within the four modalities, that teachers would use to address the needs of individual students.

Bilingual, monolingual, and special education teachers who provide services to ELLs have received professional development on differentiated instruction and learning styles. Teachers are currently differentiating instruction incorporating student interest and learning styles. We are also exploring activities with various entry points, so all students have access to the learning, and choice as to how they want to present their learning.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Our adult ESL classes began on November 1, 2011. Classes will be held on Tuesday and Wednesdays from 3:40- 5:15. These ESL classes provided by Ms. Taveras, are open to all members of the community. We currently have fifty registrants. This program is at no cost to Title III.

Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshops provide information on standards, curriculum, expectations, and policies. Parents receive a packet of materials and resources they can use at home to prepare their children for Kindergarten and first grade.

We will continue implementing Cook Shop for Parents in our school. This will reinforce the education that students are receiving in the classroom. This will help parents make healthy food choices when preparing meals. Parents will prepare recipes in school and receive supplies to make the recipes at

**Part D: Parental Engagement Activities**

home. This program will run from January to June.

Parent Association meetings are held monthly to keep parents informed of school events, time is allotted for questions and concerns. At this time a survey is given to parents to assess their needs. They can make suggestions for future workshops. Parents are also members of the School Leadership Team. Parent representatives share concerns any parent may have at this time. Parents are informed of all activities through correspondence sent home and posters are posted outside of the school. Correspondence is translated into Spanish. All upcoming activities are also posted on our school website P.S. 170.org.

All parental involvement activities are at no cost to Title III.

Begin description here:

?????

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 11200

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>	<u>8850</u>	Teacher per session for ESL After School Program (direct instruction)  3 Teachers @ 47 days @ 1.5 hours a total of 210.5 hours @ \$41.98 Total cost \$8,850
Purchased services <ul style="list-style-type: none"> <li>High-quality staff and curriculum development contracts</li> </ul>	<u>2350</u>	Professional Development- AUSSIE consultant 2 days  provide professional development to teachers who work with ELLS in the area math Common Core State Standards
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> <li>Supplemental</li> <li>Additional curricular, instructional materials</li> </ul>		

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Educational software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>11200</u></b>	

NYC DEPARTMENT OF EDUCATION  
OFFICE OF ENGLISH LANGUAGE LEARNERS  
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