Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : **NEW VENTURE ACADEMY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **09X219**

PRINCIPAL: **DOMINIC A CIPOLLONE** EMAIL: **DCIPOLL2@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
Dominic A Cipollone	*Principal or Designee	
Joann Sims	*UFT Chapter Leader or Designee	
Wilhelm Soto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Kenia Zanz	Member/Parent	
Joanna Poole	Member/Parent	
Lucia Martinez	Member/Parent	
Evelisa Diaz	Member/Parent	
Yocasty Diaz	Member/UFT	
Gloria Nicolosi	Member/UFT	
Celeste Smith	Member/UFT	

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
The school will make adequate yearly progress in English Language Arts by moving 20% (66 students) in grades 6-8 performing at Level 1 or Level 2 to a higher level as measured by the June 2012 NYSTP ELA Exam.

Comprehensive needs assessment
The school is in need of making its AYP. All subgroups demonstrate a need to move to proficiency based on NY State summative assessments as recent as 2011.

Instructional strategies/activities
The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

a. The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

b. Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

c. School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s)

d. Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks. Administrative oversight will act as quality control in the creation and implementation of task bundles.

Strategies to increase parental involvement:

- 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;
- 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;
- 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;

- 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;
- 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.;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- A guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development

Budget and resources alignment

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2
The school will make adequate yearly progress in Mathematics by moving 10% (27 students) in grades 6-8 performing at Level 1 or Level 2 to a higher level as measured by the June 2012 NYSTP in Mathematics.

Comprehensive needs assessment
The school is in need of making its AYP as demonstrated in the most recent summative 2011 math assessment.

Instructional strategies/activities
The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

a. The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

b. Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

c. School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s)

d. Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks. Administrative oversight will act as quality control in the creation and implementation of task bundles.

Strategies to increase parental involvement:

- 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;
- 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;
- 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;

- 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;
- 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.;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- A Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development

Budget and resources alignment

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

- Additional teachers to reduce class size
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

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

- **100% of teachers will participate in the development and implementation of at least one performance based assessment in English Language Arts or Mathematics by March 2012 as measured by the Curriculum Mapping and Alignment Coaching Rubric.**
- **As a result, 100% of students will be engaged in content aligned with the Common Core Learning Standards and will produce work that reflects the demands of the CCLS as measured by CCLS aligned rubrics.**

Comprehensive needs assessment

As all subgroups have failed to make AYP in ELA and Math and in response to the Chancellor's instructional expectations and the NYS adoption of the Common Core Learning Standards, school instructional leadership and teacher teams has identified the use of CCLS aligned performance tasks as a vehicle for examining student work. All students will engage in at least one literacy task and one math task aligned to strategically selected Common Core standards. through the work of implementing a task, teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core.

Instructional strategies/activities

- Teachers will receive professional development on utilizing the five tools provided by New York City's Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report).
- The assistant principal, coaches, and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups.
- Teachers will participate in an item-skills analysis of data from previous state exam results.
- Math teachers will administer a math diagnostic to obtain student baselines and create goals.
- Math teachers will participate in weekly content area meetings to create and revise curriculum and pacing calendars.
- Administration will review school-wide, grade level, class, and student data to measure individual student progress as well as the quality of instructional practice during formal/informal observations, and individual conferences.

Strategies to increase parental involvement

- 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;
- 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;
- 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.;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- A Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development

Budget and resources alignment

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

- Additional teachers to reduce class size
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15	13				16	32	54
7	35	24			21	24	19	46
8	41	36	4	5	28	21		37
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**SES Providers** **Small Group Instruction** **After School, Saturday** **Extended Day**
Mathematics	**SES Providers** **Small Group Instruction** **After School, Saturday** **Extended Day**
Science	**SES Providers** **Small Group Instruction** **After School, Saturday** **Extended Day**
Social Studies	**SES Providers** **Small Group Instruction** **After School, Saturday** **Extended Day**
At-risk Services provided by the Guidance Counselor	**School Day** **Individual/Group**
At-risk Services provided by the School Psychologist	**School Day** **Individual**
At-risk Services provided by the Social Worker	**School Day** **Individual**

At-risk Health-related Services	**School Day** **Individual**

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X219 **School Name:** New Venture Academy

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

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

Category: ☐ Basic ☐ Focused ☐ Comprehensive

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

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

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

After reviewing the item-skills analysis of the 2010-11 ELA State Exam, we discovered that the students had deficiencies in academic vocabulary and reading informational texts. This year baseline also confirmed the following deficiencies grade 6th long passages and vocabulary, 7th grade long passages and non-fiction, 8th grade non-fiction.

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

- The school has implemented Early Morning Intervention where students use a web-based program that targets reading non-fiction passages and vocabulary.
- The school implemented additional periods of targeted Academic Intervention Services/ Small group instruction during the regular school day.
- The school has implemented a RTI team to help identify the most "at-risk" students.

Part B: For Title I SINI Schools Only

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

The funding for Professional Development will allow the school to implement the SIOP model and strengthen teacher pedagogy. There is a need to improve teacher practice to support increased student performance in ELA. All teachers including teachers of Students with Disabilities and ESL teachers will have an increased opportunity to improve their practice and increase their understanding of the need to include language objectives as well as content objectives in their daily lesson plans. This new strategy will allow all students to participate in a reading/writing and speaking/listening activity on a daily basis and provide formative assessments opportunities to track teachers' understanding.

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

We will provide high quality professional development through teacher mentoring. Our mentoring program consists of the non-DOE mentors. During mentoring, teachers reflect on the instructional practices they use to address the students in their classrooms. Our teacher mentor model includes one to one coaching and teacher team planning.

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

Parents will be notified in the following ways:

- Written notification sent home with students
- PTA Meeting
- SLT Meeting

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 Debra Maldonado/ Ben Waxman	District 9	Borough Bronx	School Number 219
School Name New Venture Academy			

B. Language Allocation Policy Team Composition □

Principal DOMINIC A. CIPOLLONE	Assistant Principal IVAN DEJESUS/ ELL Coord.
Coach	Coach type here
ESL Teacher Cándida Mulero	Guidance Counselor Natividad Cabrera
Teacher/Subject Area Virgilia Castro/ Bil. Teacher	Parent Sonia Rodriguez
Teacher/Subject Area type here	Parent Coordinator Reginald Mays
Related Service Provider type here	Other Ellen Padva
Network Leader Ben Waxman	Other Rosemary Caban

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

D. School Demographics

Total number of students in school	437	Total Number of ELLs	85	ELLs as share of total student population (%)	19.45%

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.

Paste response to questions 1-6 here

1-

A- In accordance to Commissioner Regulation Part 154, when our students are registered for the first time the Home Language Identification Survey is administered to determine LAB eligibility. Within ten days, we invite the parents of all entitled students for an orientation and for program placement. It is during this orientation that we inform the parents of special programs that help students achieve English proficiency and provide them with a parent survey and program selection form for them to select the program of their choice. We administer the LAB test to Spanish speakers in order to know hoe literate they are in their native langugae. We also administer a LAB-R to all newcomers regardelss of their native language. It is in this assessment that we become aware of their English language competency.

B- Students will be administered the LAB or LAB-R within ten days of their registration by Cándida Mulero our ESL teacher. She is a fully bilingual (English, Spanish), certified ESL teacher that has been in the school for five years. She will also assess and interview the students orally both in Spanish and English. The results of these surveys demonstrate that the parents of students newly admitted into the school who speak Spanish want their children in transitional bilingual program. Parents of ELL students, who speak languages other than Spanish, choose to enroll them in our freestanding ESL program. Once the ELL students have been in the school for two or three consecutive years, parents choose to opt out their children from the transitional bilingual programs into a freestanding ESL program.

C-We take the necessary steps to ensure that ELLs are identified to take the NYSESLAT every Spring. The NYSESLAT is administered by the ESL teacher Ms. Mulero and by the bilingual teacher Ms. Castro. These two teachers examine different reports such as RLAT, RNMR to determine students that need to be tested. The same testing conditions that are in place for the ELA and Math are maintained for the NYSESLAT. The speaking modality is administred one on one in a small office by the ESL teacher. The listening, reading, and writing are administered in small groups in a separate classroom. Also, the recommendations that are written on students IEPs are followed thorougly to ensure that everyone has the same opportunity to perform at their best.

2-Parents are handed pamphlets in their native language describing the two programs we offer at our school. Parents are invited to informational sessions in the beginning, middle of the school year to revisit the different programs. Parents with students that enter during the middle of the school will be given the opportunity to attend the different sessions being offered at our school.
Parents are also shown a video from the DOE which explains in detail in different languages the three programs. After, the video there is an interactive section between teachers, administrators, and parents were doubts are clarified and quaestions answered. This allows parents to make an informed and knowledgeable decision.
Moreover, during the entire school year parents can come in and observe either a transitional bilingual classroom or a freestanding ESL classroom. Then they can make a decision based on what they observed and quaestions were clarified by the teachers.

All this process follows a set timeline of ten days from the date of enrollment.
The Home Language Survey is the first document that is filled out. Then the teacher Ms. Mulero conducts an informal interview to the child. After these indicate that the child comprehends a language other than English a test is administered. The LAB test is for Spanish speakers to know their proficiency in the first language. The LAB-R is administered to other speakers and to Spanish speakers to know their proficiency in the English language. An invitation is then handed out to parents to make them aware of the different programs their child has a right to be a part of. In the Agenda of the orientation the three programs are explained before watching the video. There is an explanatory paragraph for each program offered by the DOE. In the orientation as well as in the agenda parents are not made aware of what programs are not in the school. At MS 219 we believe in the inherent right parents have to choose a program. We keep a log in order to keep track of programs that parents have requested, so that when we do have the 15 students we can open the program for them. After the orientation and the video parents are handed out a parent choice survey. It is by filling out this document that parents make the final decision of where they want their child to be placed and serviced to receive additional support to learn English.

3. We ha **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 ○ es home visits and collect the entitlement letters that were not returned. Entitlement lett lents. We also have a phone messaging system, which makes calls with important dates
Once all the documents are returned we make two extra copies of HLS, Parent Survey, Entitlement Letters, Placements Letters. The original documents are kept in the cumulative records, a copy is kept in the teacher binder, and a copy is kept in the office binder. This allows for easy access to documents, from anyone in the school, audit, or even a concerned parent.

4. The procedures that are followed to place identiied ELL students is the following: we honor parent choice. Parents select the program they want for their child. In our school we have a free standing ESL program as well as a Transitional Bilingual Program. We do not have a Dual Language Program, but we do keep a log of parents that have requested this program.
Meticulous records are kept for all ELL students even those that transition and achieve proficiency level. There are also records for those that receive continued services.
We also have translations in all the meetings as well as when phone calls are made.

5. Those parents that choose to have their child stay in our Bilingual Transitional Program do so because the students' level of literacy in his/her native language is crucial in developing English literacy. The students' first language is used to promote literacy in their native language. As students learn the second language they begin to make connections between the languages. This process facilitates second language acquisition.

Parents of students in the free standing ESL classes tend to want to keep their child in this program because the child is developing English literacy. All of their instruction is in English with experienced teachers. All content area teachers plan with ESL teachers and attend different workshops in order to facilitate skills needed to address ELL students. The Language Experience approach will be used in order to build on students' prior experiences and develop a bridge to new ideas and concepts. Whole language will be used to promote academic language. Process writing will be used to strengthen writing ability.

2011-2012 Newcomer Parent Choice

Student	Grade	Language	Parent Choice
Gningue, Aissatou	6th	French	ESL
Jimenez, Lesly	6th	Spanish	ESL
Luciano, Yanneris	6th	Spanish	TBE
Ramirez, Vianella	6th	Spanish	ESL
Taveras, Ramon	6th	Spanish	ESL
Luciano, Carlos	7th	Spanish	ESL
Blanco, David	8th	Spanish	TBE
Luciano, Cherline	8th	Spanish	TBE
Mesa, Nairovi	8th	Spanish	TBE
Rivera, Glenny	8th	Spanish	TBE
John R. Snyder	8th	Spanish	TBE

6. Our program models that are offered are aligned with parent request. As previously stated for those parents that selected a

program that we do not have currently we will keep a log. Then as soon as the numbers needed are in, a class will be opened and a teacher hired. We currently have a waiting list for a bilingual program in the sixth grade of five students waiting for a class to open up. In the seveth grade we have a waiting list for a bilingual program of two students.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ❄ 7 ❄ 8 ❄ 9 ● 10 ● 11 ● 12 ●

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	**Newcomers (ELLs receiving service 0-3 years)**	46	**Special Education**	23
SIFE	8	**ELLs receiving service 4-6 years**	15	**Long-Term (completed 6 years)**	24

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									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	21	1		1	1					22
Dual Language										0
ESL	25	5	4	14	1	7	24			63
Total	**46**	**6**	**4**	**15**	**2**	**7**	**24**	**0**	**0**	85
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									22					**22**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**22**	**0**	**0**	**0**	**0**	**22**

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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish							19	17	18					**54**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic							1							**1**
Haitian														**0**
French							1	3	3					**7**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other									1					**1**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**21**	**20**	**22**	**0**	**0**	**0**	**0**	**63**

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1-

A-

Transitional Bilingual Education Program- Our School has one transitional bilingual class that is self contained. The program is designed so that students develop conceptual skills in their native language as they learn English. Research studies indicate that students acquire literacy most effectively in the language most familiar to them. This program includes a Native Language Arts component designed to develop communication skills. Content area instruction is taught in the students' native language (Spanish). An ESL component is implemented in order to develop listening, speaking, reading and writing skills in English as well as an appreciation of each student's culture.

Freestanding English as a Second Language (ESL) - All ELL students enrolled in monolingual classes participate in this program. This program provides instruction in English with an emphasis in English language Acquisition. The following model has been established in our school:

Pull – out model- This model is established in grades where the ELL students are split throughout the classes in the same grade. It is also established to support our ELL students with special needs. In this model the ELL students spend the majority of their day receiving English content instruction and one period of instruction is devoted to teach the content areas using ESL strategies and vocabulary development. An ESL teacher provides support by pulling the students out of their regular classes.

B-

The program models that are in place at MS 219 are varied. In all three grades (6th- 8th) the ELL students are placed in a regular monolingual class and pulled out for ESL. They are in the ESL classroom as a heterogenous group. This provides for social and academic interaction among the students. They are in block schedules in the ESL class for a total of 90 minutes in order to provide the minutes required by law.

The special education students are also pulled out and placed in heterogenous classrooms. They are grouped by grade. The 6th graders are separate from the seventh and the eigth. This provides a setting conducive to learning and lessons are tailored to their IEP recommendations.

The ELL students in Transitional Bilingual Program are serviced in their classroom through a push in. They are serviced according to their proficiency level. In order to assure the instructional minutes of ELA, ESL, and NLA are met.

A. Programming and Scheduling Information

2.
These are the ways that our staff ensures that the students mandated instructional minutes are provided:
ELL students are in the following groups in the mainstream 603, 703 and 803.
ELLs in Special Education in the 6th grade are in the following groups 605, 606, and 607. They are serviced through a pull out ESL class and are grouped into groups according to proficiency levels.
ELLs in the Special Education in the 7th grade are in the following groups 707 and 705. They are serviced in the morining through an early intervention program. They are grouped together and serviced in collaboration by the ESL and SETTS teachers. This is in response to Phase I of the Response to Intervention initiative that MS 219 is working on this year.
ELLs in Special Education in the 8th grade are in the following groups 806 and 807. They are serviced in a pull out ESL program in two separate groups according to IEP recommendaions and proficiency levels.
ELLs in the Transitional Bilingual Education program are serviced in a push in program. This group is self conatined and all services are done through a push in model.

3.
Math: The textbook that is used in all the grades and classrooms is HOLT Mathematics. In the bilingual classroom the textbooks are in Spanish. Teachers use the textbook and the workbook.
The model that is used in the mainstream classroom as well as the bilingual classroom is the workshop model. The school is scheduled in block periods (45 minutes) for Math.
ELA: There is no specific textbook, but every month all the grades and classes read a specific book. For example in October, 6th grade read Freak the Mighty by: Rodman Philbrick, 7th grade read Bang by: Sharon G. Flake, 8th grade read The Color Of Water by: James McBride. The model that is used is the Balance Literacy model. The school is sheduled in block periods (45 minutes) for ELA.
ESL: The textbook that is used is Milestones Levels A and B. There is also an accompanying textbook for each level. The classes are taught using ESL strategies as well as following the SIOP model.
Social Studies: The textbook that is used is Eastern Hemisphere Part A and B for sixth grade and United States History in 7th and 8th grade. In the bilingual classroom the textbooks are in Spanish. The native language support is incorporated into the subject area. Teachers use the textbook and workbook. The classes are conducted for a period of 45 minutes.
Science: The textbook that is used is NY Science for the 6ht, 7th, and 8th grade. In the bilingual classroom the textbooks are in Spanish. Teachers use the textbook as well as the workbook. The classes are conducted for a period of 45 minutes.

4. In our Bilingual Transitional Programs the students' level of literacy in his/her native language will be crucial in developing English literacy. The students' first language is used to promote literacy in their native language. As students learn the second language they begin to make connections between the languages. This process facilitates second language acquisition. The TBE teacher will keep running records of students overall performance of their native language. Formal assessments as well as informal assessments will be administered throughout the year.

5-
A-
Some of our ELL population comes into our school with very little formal education. These are SIFE students (Students with Interrupted Formal Education). The following academic intervention is in place for SIFE students:
Diagnostic assessments will determine academic and language proficiency
Differentiated instruction will allow teachers to meet the individual needs of the students to develop and strengthen areas in need of improvement
Alignment of instructional materials to the NYS performance and the ESL standards
After-School and Saturday programs will be in place to support students in literacy and math
Language and content objectives are woven into the curriculum in order to develop students' academic language proficiency

A. Programming and Scheduling Information

B-
For our newcomers whom have been in the country for less than three years our goal is to help them achieve a level of literacy that will help them succceed academically as well as socially. Academic language development will be planned by infusing language teaching and learning into all areas of the curriculum. Teachers of all content areas will carry out language development activities related to their content areas. The Language Experience approach will be used in order to build on students' prior experiences and develop a bridge to new ideas and concepts. Whole language will be used to promote academic language. Process writing will be used to strengthen writing ability.

C-
For our ELL students how have received services four to six years there will be more socially engaging activities. They already have the basics of the language our next goal is to mainstream them into the regular population.
Participating in after-school programs in order to provide additional support to targeted students who have not passed the NYSESLAT.
Each teacher will provide small group instruction to groups of approximately twelve students. A flexible grouping approach is implemented utilizing the results of the NYSESLAT.
Developing the students language in all content areas and providing students with good models of the English Language

D-
The plan for our Long Term ELL students is a very academic rigurous program. The students will be placed in small group instruction or one to one tutoring. They will be grouped according to grade and proficiency level. The focus areas are reading and writing. The goal is to mainstream these students and help them transition to become proficient ELLs.

6. The following instructional strategies along with grade-level materials will be implemented and monitored throughout the school year. These strategies will help students reach the AYP and also achieve the english language proficiency expected from them. Students with disabilities are an integral part of the school community where everything is inclusive with students in the mainstream from the lunchroom to the gym. The same philosophy is followed in terms of instruction.

- A well planned instructional program with high levels of academic rigor and support
- The use of vocabulary or grammatical structures will be used to provide easy access to the language
- The use of balanced literacy will be used as an instructional approach to provide various levels of scaffolding to support ELLs
- Various opportunities will be provided to ELLs in order to develop language by promoting accountable talk throughout the day
- Lessons will be planned with differentiated instruction in order to account for all levels of language proficiency
- The use questions requiring expanded responses
- The use of labels, webs and diagrams to organize information
- Ample opportunities for listening comprehension with contextual support will be provided to our ELL students

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)
100%	the same as the general population only it is taught using differentiated instruction methods. The instruction is supported using varied strategies and following closely recommendations on IEPs. The scheduling is also flexible to allow them to join students in social activities before the school day starts, during the school day, and after school. Also, the Saturday Academy is provided in an inclusive environment were all the students are gropued by grade and proficiency instead of specail services even though the IEP is also followed through
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Ells that are in the lowest one third will be enrolled in an Early Intervention Program. They will come to school four days a week before the start of the regular school day and the focus will be on reading and writing. The program that will be used is Achieve 3000 because it provides reading at each studen's level and provides activities that scaffold student growth. After 40 activities completed with an average of 65% or above they are moved to a higher reading level. Also, this program provides support to Spanish speakers by providing them with a preview of the article in their native language.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced

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1. How much time (%) is the target language used for EPs and ELLs in each grade?
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2011-2012
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*Common Core Standards
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2- All teachers are included in all Professional Development staff, these include but are not limited to: Technology Bootcamps, Writing workshops, Reading wrokshops, and Special Education training sessions in oprder to also serve ELLs in the special population.
The school leadership supports staff by sending them to workshops, trainings, special seminars, and orientations scheduled by the CFN-54 network. These are done throughout the year in order to stay abreast of all changes and new tasks. The school Principal Mr. Cipollone sends every staff member every week a newsletter detailing the different events. Teachers can select which they want to attend, also he sends teachers to PDs that enrich their curriculum and help them reach out to ELLs.
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Every month there is an RTI meeting for the whole faculty. Each member keeps a binder and a record with helpful resources. This way everyone is abreast of the changes that are happening, how to prepare in order to meet the needs of our population.

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)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	

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?

Paste response to questions 1-4 here

1. Our parent coordinator Mr. Mays provides outreach to all parents. Parents are notified via phone messenger, email and hard copies. Parents are constantly reminded of important events and dates in our school community. There are meeting specifically to address the concerns of ELL parents. There are translators for all the meetings and workshops.

2. We are partners with the BEACON Program. They provide tutoring in all subject areas. Ells are also helped with their homework everyday. Lastly, there are sports activities which include the whole school community. They also hold a summer camp every year in the school. All our ELLs are invited to participate even their parents can participate.

3. Parents are in need of ESL and GED preparation courses.

4. Our parent coordinator creates a monthly a calendar with parent workshops provided at the school and at other agencies that provide similar services to parents.

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*Common Core Standards

September 16th-21st, 2011

*Office of Educational Technology: Boot Camp

September 20th, 2011

*IPAD Training by Apple

November 8th, 2011

*Response To Intervention

*Common Core Standards

June 5th, 2012

*Response To Intervention

June 7th, 2012

*Common Core Standards

June 12th, 2012

*Response To Intervention

2- All teachers are included in all Professional Development staff, these include but are not limited to: Technology Bootcamps, Writing workshops, Reading wrokshops, and Special Education training sessions in oprder to also serve ELLs in the special population.

The school leadership supports staff by sending them to workshops, trainings, special seminars, and orientations scheduled by the CFN-54 network. These are done throughout the year in order to stay abreast of all changes and new tasks. The school Principal Mr. Cipollone sends every staff member every week a newsletter detailing the different events. Teachers can select which they want to attend, also he sends teachers to PDs that enrich their curriculum and help them reach out to ELLs.

The guidance counselor provides constant feedback and support to ELL students. She is also part of the RTI team. It is during these meetings that she informs teachers and staff of progress of ELLs and special situations that need our attention.

3-

Every teacher receives 7.5 hours of Professional development to support ELLs. The training sessions and workshops are done throughout the year.

2011-2012

All teachers will attend Professional Development on Achieve 3000 in order to differentiate instruction for ELLs.

Also, they will attend workshops conducted by Writing Matters in order to help stuggling ELLs achieve their goals in instructing ELLs to succedeed.

Every month there is an RTI meeting for the whole faculty. Each member keeps a binder and a record with helpful resources. This way everyone is abreast of the changes that are happening, how to prepare in order to meet the needs of our population.

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?

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?

Paste response to questions 1-4 here

1. Our parent coordinator Mr. Mays provides outreach to all parents. Parents are notified via phone messenger, email and hard copies. Parents are constantly reminded of important events and dates in our school community. There are meeting specifically to address the concerns of ELL parents. There are translators for all the meetings and workshops.

2. We are partners with the BEACON Program. They provide tutoring in all subject areas. Ells are also helped with their homework everyday. Lastly, there are sports activities which include the whole school community. They also hold a summer camp every year in the school. All our ELLs are invited to participate even their parents can participate.

3. Parents are in need of ESL and GED preparation courses.

4. Our parent coordinator creates a monthly a calendar with parent workshops provided at the school and at other agencies that provide similar services to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	12	31					53
Intermediate(I)							3	5	6					14
Advanced (A)							7	4	7					18
Total	0	0	0	0	0	0	20	21	44	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	3	6				
	I							1	3	14				
	A							8	5	8				
	P							6	6	10				
READING/ WRITING	B							4	8	25				
	I							3	5	6				
	A							10	4	7				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3	1	0	10
7	12	2	0	0	14
8	19	9	0	0	28
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		13		2				18
7	7	2	5	5	2		2	1	24
8	4	8	0	3	2	0	0	0	17
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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

1- The school is in phase one of the Response To Intervention program we are monitoring and assessing our ELLs development through different methods. In September all ELLs are given a Scantron assessment to measure their reading level and be able to provide differentiated instruction to bring them up to their grade level. Also, a Baseline Writing Assessment is given to help target specific areas that they need help and support. Whether it is vocabulary, spelling, grammar, or general areas of punctuation that need to be addressed and corrected. All of this information is compiled and students are then assigned to different teachers for additional tutoring. This year we have one to one tutoring as well as small group tutoring for students that have similar needs.

2- The data pattern that is revelaed acroos the NYSESLAT as well as the ELA is that the general ELL population needs extra support in their reading as well as their writing. This is our focus and we have grouped students according to their needs to better serve them throughout the school year.

3- Patterns across modality shed light to students' needs and gives teachers a clear picture of what they need to work on. Mostly students seem to be more advanced if not proficient in listening and speaking. However, when it comes to reading and writing this is an area of great

Additional Information
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste additional information here

Part VI: LAP Assurances

School Name: New Venture Academy		School DBN: 09x219	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominic A.Cipollone	Principal		10/6/11
Ivan De Jesus	Assistant Principal		10/6/11
Reginald Mays	Parent Coordinator		10/6/11
Cándida Mulero	ESL Teacher		10/6/11
Sonia Rodriguez	Parent		10/6/11
Virgilia Castro	Teacher/Subject Area		10/6/11
	Teacher/Subject Area		
	Coach		10/6/11
	Coach		
Natividad Cabrera	Guidance Counselor		10/6/11
Ben Waxman	Network Leader		10/6/11
Ellen Padva	Other		10/6/11
Rosemary Caban	Other		10/6/11
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 09x219 **School Name:** New Venture Academy

Cluster: 5 **Network:** 534

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

Part A: Needs Assessment Findings

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

In MS 219 we have an ELL Team that meets every Monday to go over data, implementations, and problem solve. In the process we gather information from the Home Language Survey and Parent Choice. After this review process we determine the documents that need to be translated into the different languages spoken by our population. We then proceed to translate written documents, and also oral translations when we receive parents in the school.The majority of our parents speak Spanish, but we also have French and Arab speakers. We ask three of our teachers to translate for these parents. Also, the Assistant Principal is fully bilingual (English and Spanish) and translates for parents as well as the ESL teacher. Translating in our school is seen as a collaborative effort and taken very serious by everyone.

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 found that the majority of our parents speak Spanish. We have numerous staff members that help fill this need: Assistant Principal, ESL Teacher, Bilingual Teacher, and the School Secretary. Also for the French and Arab speakers we have three teachers that are fluent and translate for these parents whether it is written or oral.

Part B: Strategies and Activities

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

All the letters,permission slips, and documents in general are translated into the parents native language. They are translated as soon as the original document is drafted, then they are copied and given to every student. The translations are done in the school either by a teacher or a secretary.

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.

If it is an oral translation we have translators in the school. If a translator is unavailable we call the DOE translation service unit.

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.

We have a full disclosure of all the languages that parents have a right to in a visible area in the office and in the Parent Coordinator's office. We make sure at MS 219 that all parents are treated equally, fairly, and in their own language.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: New Venture Academy	DBN: 09x219
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ❄conceptually consolidated (skip part E below) ✪NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✪Before school ❄After school ❄Saturday academy ✪Other:
Total # of ELLs to be served: 85 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 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale

The New Venture Academy Title III Saturday ELL and After School ELL Academies

The Title III funding will be used to provide After School and Saturday supplementary instruction for the 85 ELL students. After reviewing the NYSESLAT data, ELA scores, and Math scores we determine to support most of our students in the area of reading and writing who are currently functioning in the beginning/intermediate and high intermediate/advanced levels.

Subgroups and Grade Level of Students to be Served

ELLs (0-3 years) 46 in total in grades 6th-8th.

ELLs (4-6 years) 15 in total in grades 6th-8th.

ELLs (completed 6 years) 24 in total in grades 6th-8th.

Schedule and Duration

Our After-School ELL Academy will run from 3:00 – 5:00 Tuesdays and Thursdays. The Saturday Academy will run from 9:00 – 12:00 on Saturday's. They will begin in December and end in May.

After-School:

Start date: December 3rd, 2011 from 3:00 pm- 5:00 pm

Saturday Academy:

Start date:

January 7th, 2012 from 9:00 am-12:00 pm

Mid-Winter Recess:

February 20th-24th, 2012 from 9:00 am- 12:00 pm

Language of Instruction

The language of instruction will be English.

Number and Type of Certified Teachers

We have one licensed bilingual teacher that will work in both of these programs. Also two content area teachers will work in both programs. All instruction will be done in English with native language support if needed.

One supervisor will oversee the programs as there is no other operational program in the building on Saturday.

Types of Materials

To address the linguistic and academic needs of all of our ELL's we have selected the following materials:

- Attanasio and Associates: Getting Ready for the NYSESLAT and Beyond

These materials will assist teachers to identify and implement best practices and standards based instruction that addresses specifically reading and writing skills needed. Bilingual and ESL Licensed teachers will use ongoing assessment activities to measure progress in attaining English language proficiency. We believe that using standard based instructional materials along with academically rigorous instruction students will move to the next proficiency level and make a transition to the ELA test with success.

- Milestones: is a standard and research based reading and writing series for ELLs.

Teachers will use an embedded assessment plan along with a balanced blend of literature and content area readings. The academic vocabulary instruction, practice, and assessment will prepare our students

Part B: Direct Instruction Supplemental Program Information
for classroom success, NYSESLAT and ELA tests.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Rationale The Title III professional development program is geared to provide all teachers with ESL training. Administrators, literacy coach, school psychologist, and the SETSS teacher provide the professional development. Teachers will also be offered the opportunity to attend ESL conferences, workshops and meetings organized by NYSABE, OELL, CFN 534, PROTRAXX (QTEL) and UFT Teacher Center. Teachers to Receive Training All staff members servicing ESL students will receive training and professional development. Schedule and Duration The training and professional development will be ongoing throughout the school year. There will be sessions in school during the day, after school, Saturdays, and Winter and Spring Recess. Topics to be Covered The school based ongoing professional development plan will provide teachers with ESL training on the following topics: • ELL Periodic Assessment – How to use the ELL data to drive instruction? • Best Practices used to Promote Reading and Writing • Overview of the Milestone Reading and Writing Series • NYSESLAT data to Target Second Language Acquisition • RTI for ELLs • Differentiation of Instruction Names of Providers The providers will be: School Administrators Mr. Cipollone (School Principal) Mr. DeJesus (Assistant Principal) Mr. Calvin Pinckney (Assistant Principal) Literacy Coach Ms. Sims School Psychologist Ms. Desir SETTS Teacher Ms. Angulo

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale Our school provides on-going parent workshops and meetings throughout the year. These workshops are presented by our ESL teacher, staff, parent coordinator, and guidance department and designed to address the academic, linguistic and social development of adolescent ELLs. Schedule and Duration The workshops will be ongoing throughout the school year. There will be sessions during the day, after school, and Saturdays. Topics to be Covered The topics included the following: • MS 219 Parent Orientation for ELLs ongoing • Overview of Title III Supplementary Program • ARIS/ACUITY/Technology • GED and ESL Classes • How parents can help their child prepare for the NYSESLAT? • Parent Information on Middle School Auditions and High School Admission Process • Middle School Transition Names of Providers The providers will be the Parent Coordinator Mr. Mays, the ESL teacher Ms. Mulero, the school support staff Mr. Rodriguez, Ms. Desir, and Ms. Angulo. Mr. Mays creates a monthly calendar with parents workshops provided at the school and at other agencies that provide similar services to parents. How Parents will be Notified of These Activities Parents will be notified via phone messenger, email, and hard copies.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		