



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

THE URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE

SCHOOL NAME: _____

09X241

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

PRINCIPAL: KENNETH BAUM EMAIL: KBAUM2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELENA PAPALIBERIOS

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
Kenneth Baum	*Principal or Designee	
Rahsaan Romain	*UFT Chapter Leader or Designee	
Kelly Anderson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ledwin Martinez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kelly Anderson	Parent Member/	
Sahiria Galvez	Parent Member/	
Rosa Cazares	Parent Member/	
Gilma Vera	Parent Member/	
Tim Jones	Teacher Member/	
Kerri Murphy	Teacher Member/	
Roony Vizcaino	Teacher Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

We will take specific steps to improve student achievement in middle school English Language Arts, specifically, to increase from 64 to 70 our median adjusted growth percentile in Middle School ELA.

Comprehensive needs assessment

According to trend analysis in the last three years of New York City Department of Education Annual School Progress Reports, our mean adjusted growth percentile has been declining. Based on this trend, a subset of the School Leadership team conducted a needs assessment of our entire middle school English Language Arts program. The School Leadership team examined the New York State Standards and the new ELA common core standards, looked at past NYS ELA examinations, reviewed current AMS curricular maps, lesson plans, examples of student work, and gauged teacher capacity to implement a new curriculum. We identified four significant areas of need:

1. Our ELA program was not sufficiently aligned with ELA standards.
2. Our teachers needed significant professional development.
3. Our teachers needed significant support to be able design and implement a new curriculum.
4. Superb school leadership needed to be deployed to guide this work.

Instructional strategies/activities

We will implement a Readers/Writers workshop modeled after the Lucy Caulkins research-based instructional strategies from Teachers College. Specifically, this year we are writing a curriculum with a 45-minute reader's workshop and a 45-minute writer's workshop that allows for differentiated and individualized instruction based on student individual lexile scores determined by a beginning of year diagnostic reading assessment. Conferencing with individual students will allow teachers to capture a running record. Teachers will administer reading assessment quarterly to determine progress. Information gathered will be shared with ELL and Special education coordinators bi-weekly to ensure that ELL supports and SETSS supports align with instruction in main academic classes. All 7th and 8th grade ELA teachers will be trained in this model during the academic year. School will provide common planning time twice a week for all teachers involved in this effort to co-plan. School will identify a teacher leader to lead this effort and reduce that teacher's teaching load by .2 FTE to lead this initiative, including facilitating 2 times per week meetings. In addition, the school will purchase grammar books and create a mini grammar module. Principal will support the team leader by joining the team leader on two times per week walk-throughs of middle school ELA classes.

Strategies to increase parental involvement

AMS is committed to providing materials and training to help parents work with their children to improve their achievement level in English Language Arts. Our main efforts here will be to inform all middle school parents of our ELA initiative (including the increased reading and writing time required at home) via our three times per year student-parent-advisor conferences. Specifically, advisors will receive detailed teacher anecdotal reports from all 7th and 8th grade ELA teachers which highlight student strengths and weaknesses, along with recommended instructional strategies. The school will provide translators for parents who need language translation at these meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

All staff involved in this effort are already HQ under NCLB guidelines.

Service and program coordination

- All Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated through our advisory program to support the social and emotional growth of all of our middle school students, a necessity for maximal student achievement.

Budget and resources alignment

- 20% of Team Leader Salary (.2 FTE) will be sourced from FY 2012 Title I funds.
- \$1,000 of SWP Title 1 OTPS to support acquisition of grammar program.
- \$1,300 of Title III monies to support texts for English Language Learners.
- \$4,000 NYSTL library monies to support classroom leveled libraries.
- Teacher team meetings (50 minutes each, 2 times per week) during the regular school day to support curriculum development

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Improve the student attendance component of our learning environment through the creation and implementation of a comprehensive attendance tracking system with associated automated email feature and targeted student and parent interventions. Specifically, our average daily attendance rate will improve by 1% from 93.1% (last year 2010-2011) to 94.1% (2011-2012).

Comprehensive needs assessment

Through a case study analysis using attendance information from ATS (Including Reports of Individual Student Attendance), the School Leadership Team concluded that although school attendance is high (93.1%), and all severely chronically absent students are identified in a timely manner via existing DOE flags, there are dozens of students who are Sporadically Often Absent (SOA). These SOA's would rarely be absent more than two consecutive days, but were absent usually at least once a week. These students never showed up on any of the low attendance flags, and these students often would not get addressed until the springtime when cumulative year-to-date absences had climbed to 25 or 30. By this time, these students were often way behind in classes, causing student achievement to drop and student anxiety to rise. This anxiety caused even more absences. We need to identify potential SOA's in our school early in the year, and implement intervention strategies to prevent these students from accumulating a high number of absences. Examining ATS carefully, we realized that current DOE systems were inadequate to yield student attendance data in a format that would allow positive action. We need additional technology resources to achieve the goal. Moreover, current job assignments of some administrative staff and some team leaders would need adjustment to support any new attendance initiative. Lastly, the SLT uncovered a need to provide education to some parents about the strong positive correlation between student attendance and student achievement.

Instructional strategies/activities

- SLT subcommittee will meet to clearly articulate indicators of potential SOA students. This criterion will form the kernel of a proprietary attendance computer program to be developed (see below).
- Contract with a DOE vendor to design and install a comprehensive computer program that identifies SOA students and automatically sends email notifications to advisors, teachers, and cabinet members including crucial contact and attendance information.
- Create a cloud-based attendance intervention monitoring system that will serve as record for intervention steps.
- Create intervention roles for teachers, advisors, support staff, and administrators.
- During monthly staff meetings in September and October, provide professional development for all staff on how on how to conduct tiered attendance interventions for potential SOA students. Support staff will get trained on how to make Tier I initial calls to parents/guardians. Advisors and teachers will get trained on how to make Tier II follow-up calls. Team leaders will get trained on how to make Tier III calls. Deans and staff/family workers will get trained on how to make Tier IV targeted home/work visits. Entire staff gets trained on how to have conversations with parents/guardians regarding high correlation of student attendance and student achievement.
- Administrators will monitor cloud-based tracking system bi-weekly to ensure proper and adequate follow-up.

Strategies to increase parental involvement

- AMS is committed to fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, including student attendance. We will make a huge effort, involving four tiers of contact to parents throughout the year.

- Tier I: parent contacted by administrative assistant
- Tier II: parent contacted by teacher
- Tier III: parent contacted by Team Leader
- Tier IV: parent gets home visit

Moreover, we will provide workshops to parents at parent-teacher nights explaining the correlation between student attendance and student achievement. In addition, we will visit the home of every incoming student to our school to stress the importance of student attendance. We will explain to the parent the 5 year attendance history and 5 year associated student achievement and the correlation between attendance and achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers involved as advisors in this program who are not already HQ will be identified with the help of the CFN HR director. These teachers will be offered Title I monies to earn credentials to become HQ.

Service and program coordination

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) will be coordinated through our student advisory system. Specifically, the student’s advisor and/or the school guidance counselor or social worker will interface with point persons of these programs to ensure that student attendance is considered as a specific outcome of program services. This will reinforce school efforts and align school and program goals. We will link parents to programs and services that can alleviate pressures at home, allowing parent/guardian to more effectively focus on helping their child get to school more often.

Budget and resources alignment

- \$1,800 of Tax Levy monies paid to DOE vendor to design and install a comprehensive computer program that identifies Sporadically Often Absent students and automatically sends email notifications to advisors, teachers, and cabinet members including crucial contact and attendance information.
- Dedicate staff meeting time in September and October to do staff PD on new attendance initiative.
- \$4,800 of Title I monies (.05 FTE of Assistant Principal salary) to supervise attendance initiative.
- \$1,000 of Title I additional per-session monies for teachers to engage in parent outreach efforts.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

School leaders and teachers will maximize the number of students graduating “college ready” in June 2012. Specifically, we will boost our College Readiness Index by 5.3% from 34.7% in June 2011 to 40% in June 2012.

Comprehensive needs assessment

In September 2011, the School Leadership team conducted a thorough needs assessment of the class of 2012, to determine how college ready the class was. Specifically, we looked at the Regents exams in Math and ELA, and SAT scores to determine which students were on track for passing out of remedial coursework at the City University of New York (CUNY) by 2012.

The results of the needs assessment are as follows:

Total number in class of 2012 cohort: 87

Number needed to have 40% of the 2012 cohort college ready: 35

As of 9/1/11, total number who have 80 or higher in math regents: 20

As of 11/10/11, total number of students who have less than 80 in math regents but have SAT math at least 480: 9

As of 11/10/11, total number of students who qualify as college ready in math: 29 [sum of two previous lines]

As of 9/1/11, total number who have 75 or higher in ELA regents: 65

As of 11/10/11, total number who have less than 75 in ELA in regents but have SAT critical reading at least 480: 0

As of 11/10/11, total number of students who qualify as college ready in ELA: 65 [sum of two previous lines]

As of 11/10/11, total number of students who are college ready in BOTH ELA and Math: 27

As of 11/10/11, total number of students who are college ready in ELA, but NOT in math: 38

As of 11/10/11, total number of students who are college ready in math, but NOT in ELA: 2

As of 11/10/11, total number of students not college ready in math nor college ready in ELA: 20
[sum to 87, total in cohort]

Number of students who have qualified as CR in ELA, but with math score between 70 and 79 and who have not met CR through SAT score: 31 ACR-Math

Number of students who have qualified as CR in math, but with ELA score between 65 and 74 and who have not met CR through SAT score: 1 ACR-ELA

Number of students identified as Approaching College Ready (ACR): 32 [sum of two previous lines]

Instructional strategies/activities

- Under direction of an assistant principal, the school will design a College Ready Prep Program consisting of a combination of after school tutoring sessions and Saturday school tutoring sessions. We will run two programs, one from December 1 – June 30 to prepare for January 2012 Regents

Examinations in ELA and Mathematics, and another program from May 1 – June 15 to prepare for the June 2012 Regents examinations in ELA and Mathematics.

- School will recruit ACR students to attend these programs.
- School will conduct complete item analysis of previous exams and design prep curriculum that is targeted to the ACR students.
- Students will take two complete mock Regents exams prior to each exam taken.

Strategies to increase parental involvement

- Advisors of senior students identified as ACR will receive phone calls and letters to parents/guardians informing them of the prep program and the importance that their children attend.
- We will also publicize the program at all parent-teacher nights and in *Connections*, the AMS monthly newsletter that we mail to all parents.

Strategies for attracting Highly Qualified Teachers (HQT)

We will only have HQ teachers involved in this effort.

Service and program coordination

School advisors will augment all Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) with an additional goal of student entry into an accredited college or university without the need for remediation in math or English.

Budget and resources alignment

- \$4,000 in Title I teacher per session for Saturday school.
- \$4,000 in Tax Levy teacher per session for after school tutoring.
- \$1,000 in Tax Levy supervisor per session for after school and Saturday supervision.
- \$1,000 in Tax Levy OTPS for student metro cards for travel to/from Saturday school.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	17	17	17	17	2	0	0	2
7	18	18	18	18	5	0	0	2
8	19	19	19	19	6	0	0	3
9	15	15	7	5	12	0	0	1
10	10	8	5	10	7	1	0	2
11	6	3	3	5	6	0	0	3
12	1	0	0	2	2	0	0	0

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	AIS services are provided during the regular school day. ELA teachers provide individual reading/writing conferences based on the Teachers College workshop model as well as small group instruction for those students in need. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.
Mathematics	AIS services are provided during the regular school day. Math teachers refer to Impact math and Options program for ideas to reinforce basic skills for those students in need of individual instruction. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.
Science	AIS services are provided during the regular school day. Science teachers refer to the NYS science curriculum to reinforce basic skills for those students in need of individual instruction. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.
Social Studies	AIS services are provided during the regular school day. Social studies teachers provide individual reading/writing conferences based on the Teachers College workshop model as well as small group instruction for those students in need. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.
At-risk Services provided by the Guidance Counselor	Small group counseling and problem solving sessions will be held on a weekly basis the last two periods of the day for those students in need. One-on-one sessions will also be held on a regular basis for students required to receive counseling services.

At-risk Services provided by the School Psychologist	School psychologist provides one-on-one sessions on a regular basis with student(s) in need of services.
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	Students in need of services receive regular, one-on-one services, based on the nature of their individual needs.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jonathon Green	District 09	Borough Bronx	School Number 241
School Name 9X241UA Applied Math			

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

Principal Kenneth Baum	Assistant Principal David Krulwich
Coach Tim Jones/Data Specialist/Math	Coach Kerri Murphy English Lead Tchr
ESL Teacher Rahsaan Romain	Guidance Counselor Kia Mack
Teacher/Subject Area Francis Daniel/ELL	Parent type here
Teacher/Subject Area Lyl Urena/Foreign Language	Parent Coordinator Jason Rivera
Related Service Provider type here	Other type here
Network Leader Jonathon Green/Patrick Fagan	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	607	Total Number of ELLs	58	ELLs as share of total student population (%)	9.56%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

9) In order to meet their needs as English language learners, the LAP team includes the Assistant Principal, David Krulwich, and either Francis Daniel or Rahsaan Romain (ESL Teachers) who will do an informal oral interview with both the student and parent. Both the Assistant Principal and ESL teacher will review the curriculum as well as the ESL services provided by our school. If needed, the ESL teacher will use the NYCDOE translation service by phone in order to make sure parents have a full understanding of our school's curriculum.

2) As part of our parent outreach program, The LAP planning team will have a new student orientation in order to speak with and welcome new students into the first full week of school. In this orientation, the assistant principal (David Krulwich) and ESL teachers (Rahsaan Romain and Francis Daniel) will describe the Free Standing ESL program that is adopted by our school and explain options offered by other schools in the area. The members of the LAP planning team who conduct the initial screening are: David Krulwich (Assistant Principal), Andrea Bennett (Assistant Principal), Francis Daniel (ESL Teacher), and Rahsaan Romain (TESOL teacher). Each member of the team will be provided with forms in both the family's native language as well as a form in English. All newly admitted students complete a Home Language Survey upon registering with the school, and are administered the LAB-R within the first week of entry if the survey indicates that a language other than English is spoken at home.

3) In order to ensure informed parent choices, members of the LAP team consult with parents of ESL students interested in enrolling at AMS to explain the ESL program and compare it to the specific ESL needs of their children. The parents will then receive a detailed explanation about our ESL program and will be given an entitlement letter to explain how it differs from Transitional Bilingual Education and Dual Language Programs offered at other schools. Additionally, all returning ESL students and newly admitted ESL students will receive a School Selection Survey for parents, with directions in their native language. Before leaving, all members of the LAP team will collect the Parent Survey and Program Selection forms from parents. As a result, all incoming students chose to remain at AMS, which led to a growth in our over-all ELL population.

Students who qualify to take the LAB-R are given the test by one of our ESL teachers within the first full week of school, after looking at the home language surveys of incoming students who are not already identified as receiving ESL services.

4) After analyzing the data and conversing with parents about what is the best program for their children, students will be placed in our free-standing ELL Program. Parents are invited to an open house discussion and PowerPoint presentation in both English as well as their native language that explains the ELL freestanding program their child is enrolled in.

5) So far, all parents who have come to the open house have agreed to keep their child in our free-standing ESL program. As per the parents' request, all students receive pull-out and push-in services.

6) Due to its past success, our parents have welcomed our Free Standing ELL program as a means to have their children successfully

graduate High School and enter College.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							11	13	5	15	5	7	2	58
Total	0	0	0	0	0	0	11	13	5	15	5	7	2	58

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	8
SIFE		ELLs receiving service 4-6 years	24
		Special Education	20
		Long-Term (completed 6 years)	26

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	8		1	24		9	26		10	58
Total	8	0	1	24	0	9	26	0	10	58

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	10	4	14	5	7	2	52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3		1				5
TOTAL	0	0	0	0	0	0	11	13	5	15	5	7	2	58

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1) Middle school ESL students will attend a self-contained ESL Literature class, where they will focus on building language through literacy. Additionally, an ESL teacher will provide push-in support during main academic classes for our beginner and intermediate students, all high school ESL students, and those who are receiving SETSS services during the ESL Literature period. Our 33 advanced students (as determined by 2011 NYSESLAT scores) will receive a minimum of 180 minutes per week of ESL assistance, our 19 intermediate students will receive 360 minutes and our 6 beginner students will receive 540 minutes.

2) Students are grouped in blocked classes heterogeneously. Individualized literacy instruction is based on data from previous exams and current in-class assessments, and is focused on the child's most difficult modality of literacy: reading, writing, listening, or speaking.

3) Each student writes a goal for improving in this area, and this is shared with parents and teachers. Additionally, parents and teachers are provided with suggestions on how they can help each individual student. Teachers are given both internet as well as written resources that incorporate visual and tactile resources that add to their understanding of the text.

4) When needed, we provide staff who are fluent in Spanish or Translation Services using the DOE Helpline. However, we currently have no students requiring assessments in their native language. The majority of our ESL population, as well as several members of our staff, speak English and Spanish. In addition to our certified ESL teachers, the school employs two certified foreign language teachers who teach Spanish, all whose certifications are on file. When necessary, use of the Spanish language to those Spanish speakers is dependent on the individual language needs of the Spanish-speaking student, and native language glossaries are available to students in each subject area. Those ESL students with Special Education needs will also receive regular assistance from our Special Education Coordinator, Mr. Spalding, as well as the special requirements set aside for each individual student based on their IEPs. ESL staff members will continue to oversee students transitioning out of the ESL program for one year in order to provide any needed support.

5)

- a. Although we currently do not have any SIFE students, we are planning to have more small group individualized literature instruction taught by one of our ESL teachers in order to ensure SIFE students more regular individualized attention.
- b. Students who have been in the US for 1-3 years are given smaller literature classes, with 6-8 students, at the end of the day with one of our certified ESL teachers.
- c. ELL students who have been receiving services for 4-6 years receive push-in services in their main academic classes 3 times a week by one of the certified ESL teachers in order to help them master their new language, and aid them from moving from BICS to CALP by

A. Programming and Scheduling Information

reviewing new academic vocabulary in their newly adopted second language.

d. Long-term ELLs are also given push-in services in their main academic classrooms by their certified ESL teachers 3 times per week in order to help them attain mastery in their second language.

6. Teachers of ESL students use the SIOP model of instruction in their classrooms in order to help ELLs with solving and completing long-term goals. They are given written and internet materials by ESL teachers and administrators in order to help them effectively accelerate the language development of ELLs.

7. Our school uses a rotating schedule that allows ELLs to have a variety of different classroom experiences in the course of a week. By having both small group instruction as well as whole class instruction (with push in) students are able to gain experience functioning in varied environments. Additionally we have health paraprofessionals in order to help some of our ELLs with physical disabilities.

All of our courses are taught in English with the exception of our Spanish Native language course which is taught in Spanish to native Spanish speakers.

Courses Taught in Languages Other than English ⓘ

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

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

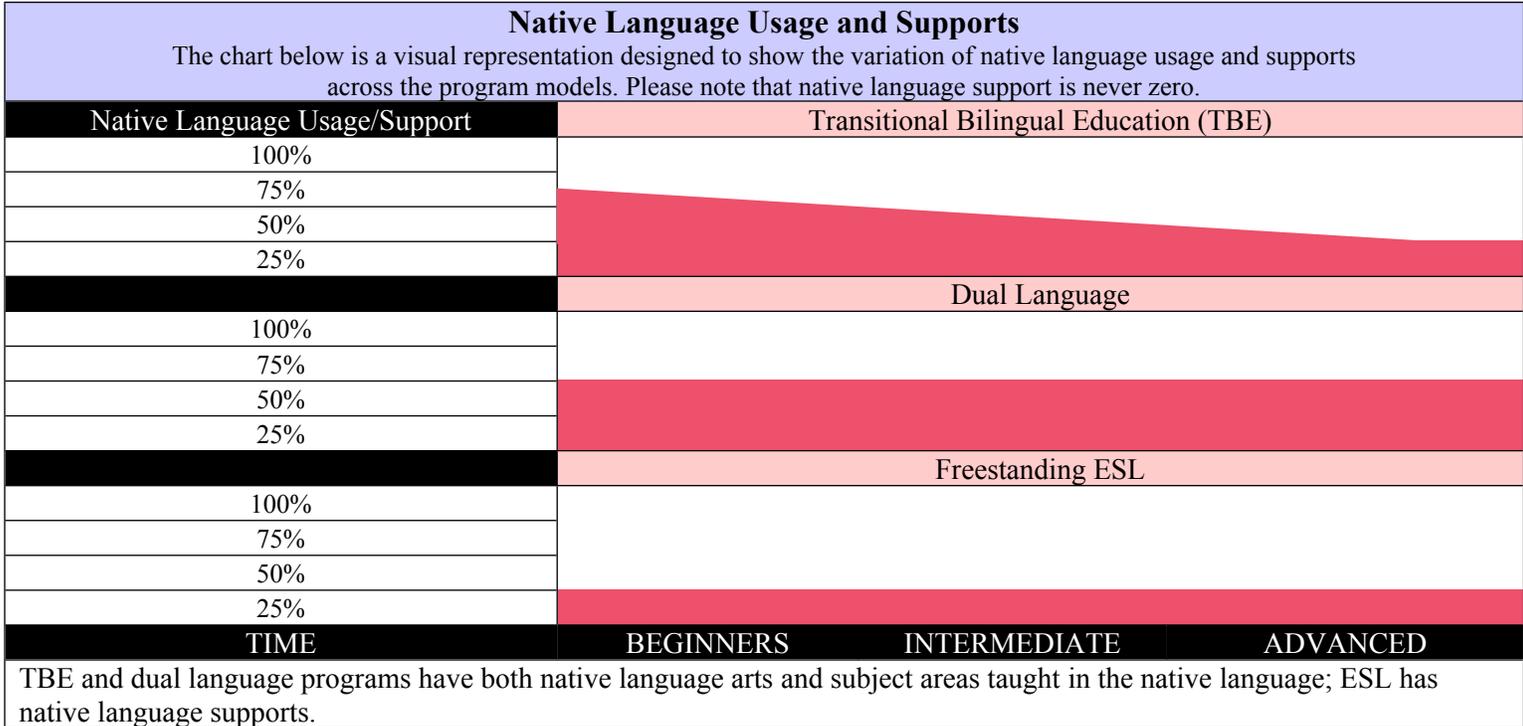
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



- B. Programming and Scheduling Information--Continued**
8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
- 8) In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. We do this in their ELA and mathematics skills classes which they regularly attend. Each of these classes are either taught by Mr. Romain (our ELL instructor) and Mr. Daniel or are pushed-in by Mr. Romain and Mr. Daniel depending on their needs. Generally, in English, students are given support in reading, writing, listening and report their findings orally.
- In Math students are given concrete application of mathematical principles as well as using and mastering academic language that increases their CALP.
- 9) For those students who have tested out based on their NYSESLAT score, they continue to get extra time for all of their assignments and

B. Programming and Scheduling Information--Continued

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

8) In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. We do this in their ELA and mathematics skills classes which they regularly attend. Each of these classes are either taught by Mr. Romain (our ELL instructor) and Mr. Daniel or are pushed-in by Mr. Romain and Mr. Daniel depending on their needs. Generally, in English, students are given support in reading, writing, listening and report their findings orally.

In Math students are given concrete application of mathematical principles as well as using and mastering academic language that increases their CALP.

9) For those students who have tested out based on their NYSESLAT score, they continue to get extra time for all of their assignments and in addition to this they are frequently met by Mr. Romain or Mr. Daniel to check up on the progress they are making in each of their major subject classes. Additionally, they are given electives that help them utilize English to express themselves by writing dialogue, poetry and other methods that utilize the English language in new and creative ways.

10) To help our ELL population we will offer afterschool and Saturday programs that support ELL students and allow them to receive extra help in their major subject areas. We will continue to staff ELL programs that we began last year and in addition involve more content area teachers in the process, making the programs more relevant to the content being covered in class.

11) We do not plan on discontinuing any of the services we have offered in the past.

12) Instructionally, ESL students are allotted access to our school rolling laptop carts in order to allow students to play interactive language learning games. In addition to this, each class that ELL students attend is equipped with video projectors. This allows all classroom teachers to implement ESL instructional strategies by providing visual support for new vocabulary. All ELL students are encouraged to attend after-school enrichment programs, homework help and Saturday programs for additional support.

13) All ELL subgroups are allowed to use laptop carts as well as educational programs such as Brain Pop that aid in the Reading, Writing and cognitive development of our ELL population. They do so in their Literature, Spanish, English Math and Science classes when it is aligned with the curriculum.

Text books as well as online resources are used in all main academic classes to be utilized for ELLs and non-ELL students alike. However, our ELL population is often supplemented with a variety of workbooks and online resources used to help them obtain both visual and auditory understanding of the material covered in class through listening stations, and online access through lap-top carts that add to their understanding of the material covered in class.

14) Our newly enrolled ESL students are spoken to and assisted by Mr. Romain or Mr. Daniel when they first enter our school. Our certified ELL instructors (Mr. Romain or Mr. Daniel) inform them and their parents of online activities that can be done at home, on the internet for free, that can help them with their acquisition. For ESL students to master their primary language, our school offers a native Spanish speaking course that allows them to become more fluent in their native tongue.

Our school does not offer a Dual Language or Bilingual course. However, we do offer a native spanish course that utilizes online resources to help native speakers master their primary language

B. Programming and Scheduling Information--Continued

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

8) In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. We do this in their ELA and mathematics skills classes which they regularly attend. Each of these classes are either taught by Mr. Romain (our ELL instructor) and Mr. Daniel or are pushed-in by Mr. Romain and Mr. Daniel depending on their needs. Generally, in English, students are given support in reading, writing, listening and report their findings orally.

In Math students are given concrete application of mathematical principles as well as using and mastering academic language that increases their CALP.

9) For those students who have tested out based on their NYSESLAT score, they continue to get extra time for all of their assignments and in addition to this they are frequently met by Mr. Romain or Mr. Daniel to check up on the progress they are making in each of their major subject classes. Additionally, they are given electives that help them utilize English to express themselves by writing dialogue, poetry and other methods that utilize the English language in new and creative ways.

10) To help our ELL population we will offer afterschool and Saturday programs that support ELL students and allow them to receive extra help in their major subject areas. We will continue to staff ELL programs that we began last year and in addition involve more content area teachers in the process, making the programs more relevant to the content being covered in class.

11) We do not plan on discontinuing any of the services we have offered in the past.

12) Instructionally, ESL students are allotted access to our school rolling laptop carts in order to allow students to play interactive language learning games. In addition to this, each class that ELL students attend is equipped with video projectors. This allows all classroom teachers to implement ESL instructional strategies by providing visual support for new vocabulary. All ELL students are encouraged to attend after-school enrichment programs, homework help and Saturday programs for additional support.

13) All ELL subgroups are allowed to use laptop carts as well as educational programs such as Brain Pop that aid in the Reading, Writing and cognitive development of our ELL population. They do so in their Literature, Spanish, English Math and Science classes when it is aligned with the curriculum.

Text books as well as online resources are used in all main academic classes to be utilized for ELLs and non-ELL students alike. However, our ELL population is often supplemented with a variety of workbooks and online resources used to help them obtain both visual and auditory understanding of the material covered in class through listening stations, and online access through lap-top carts that add to their understanding of the material covered in class.

14) Our newly enrolled ESL students are spoken to and assisted by Mr. Romain or Mr. Daniel when they first enter our school. Our certified ELL instructors (Mr. Romain or Mr. Daniel) inform them and their parents of online activities that can be done at home, on the internet for free, that can help them with their acquisition. For ESL students to master their primary language, our school offers a native Spanish speaking course that allows them to become more fluent in their native tongue.

Our school does not offer a Dual Language or Bilingual course. However, we do offer a native spanish course that utilizes online resources to help native speakers master their primary language

E. Parental Involvement

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

1) Parents are always welcome at our school. We encourage parental involvement within our school. The ESL teacher and parent coordinator will hold a series of 5 workshops for parents on the first Saturday of each month, beginning in the spring on topics such as: using internet resources for ELL students and their families, College Preparation, how to assist children with homework (demystify High School assessment) NYC resources for ELL parents and students, etc. Translation services will be provided and refreshments served for parents in attendance.

2) We don't partner with any Community Based Organizations or other agencies to hold workshops for parents. The school provides these for parents to familiarize them with the school, its free-standing ELL program and resources they can use at home to help their children achieve cognitive academic language proficiency.

3) The LAP team determines the needs of the parents after debriefing them through informal and formal meetings. The LAP team then uses this information to help plan workshops and programs for parents.

4) We will provide an informational handout that goes over everything in the workshop as well as online references and resources that are available to parents. During these sessions, parents will be able to ask questions and discuss specific topics they would like information about that are not covered in these workshops. In addition, during the monthly SLT meetings the ESL Coordinator and other members of the LAP team will inform parents in attendance of the progress and plans for students in our ESL program. Parents in attendance will then be able to discuss our Free-Standing program and give feedback and suggestions for future workshops and activities.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) The ELL department together with the Special Education Department meet once a week for an hour to discuss skills and strategies that will help them teach their self contained classes more efficiently, as well as how to have a greater impact when pushing into their students' major classes.

2) We provide the staff with meetings to help them understand the needs of ELL students from middle to high school. We give staff members helpful websites and teaching strategies and materials that will enable them to be more effective when teaching ELL students.

3) Every month, Mr. Romain goes to one team meeting per grade for each subject and goes over skills, strategies and materials teachers can use for ELL students in order for them to more effectively meet their needs in the classroom. In addition to this, during our monthly staff meetings David Krulwich and Francis Daniel give helpful skills strategies and materials that can help teachers assist their ELLs reach their full potential in their main academic classes.

D. Professional Development and Support for School Staff

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

1) The ELL department together with the Special Education Department meet once a week for an hour to discuss skills and strategies that will help them teach their self contained classes more efficiently, as well as how to have a greater impact when pushing into their students' major classes.

2) We provide the staff with meetings to help them understand the needs of ELL students from middle to high school. We give staff members helpful websites and teaching strategies and materials that will enable them to be more effective when teaching ELL students.

3) Every month, Mr. Romain goes to one team meeting per grade for each subject and goes over skills, strategies and materials teachers can use for ELL students in order for them to more effectively meet their needs in the classroom. In addition to this, during our monthly staff meetings David Krulwich and Francis Daniel give helpful skills strategies and materials that can help teachers assist their ELLs reach their full potential in their main academic classes.

E. Parental Involvement

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

1) Parents are always welcome at our school. We encourage parental involvement within our school. The ESL teacher and parent coordinator will hold a series of 5 workshops for parents on the first Saturday of each month, beginning in the spring on topics such as: using internet resources for ELL students and their families, College Preparation, how to assist children with homework (demystify High School assessment) NYC resources for ELL parents and students, etc. Translation services will be provided and refreshments served for parents in attendance.

2) We don't partner with any Community Based Organizations or other agencies to hold workshops for parents. The school provides these for parents to familiarize them with the school, its free-standing ELL program and resources they can use at home to help their children achieve cognitive academic language proficiency.

3) The LAP team determines the needs of the parents after debriefing them through informal and formal meetings. The LAP team then uses this information to help plan workshops and programs for parents.

4) We will provide an informational handout that goes over everything in the workshop as well as online references and resources that are available to parents. During these sessions, parents will be able to ask questions and discuss specific topics they would like information about that are not covered in these workshops. In addition, during the monthly SLT meetings the ESL Coordinator and other members of the LAP team will inform parents in attendance of the progress and plans for students in our ESL program. Parents in attendance will then be able to discuss our Free-Standing program and give feedback and suggestions for future workshops and activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1	5				6
Intermediate(I)							3	5	3	5	3		1	20
Advanced (A)							8	8	1	5	2	7	1	32
Total	0	0	0	0	0	0	11	13	5	15	5	7	2	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	6			11
7	4	9			13
8	1	4			5

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

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

1) According to the NYSESLAT grades we have received, many of our ELL students struggle with reading critically for information and understanding. Due to this fact, our literature courses have been structured to include many more critical reading passages that expand in length and difficulty as the year progresses in addition to analytical questions and longer writing assignments. This enables them to get a deeper and more analytical understanding of the literature, main ideas, plot, settings and character development in the text.

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		5		2				11
7	1		8		4				13
8	1		2		2				5
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	2		3						5
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	2		2	
Integrated Algebra	15		14	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	12		12	
Physics				
Global History and	9		8	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	2		2	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

1) According to the NYSESLAT grades we have received, many of our ELL students struggle with reading critically for information and understanding. Due to this fact, our literature courses have been structured to include many more critical reading passages that expand in length and difficulty as the year progresses in addition to analytical questions and longer writing assignments. This enables them to get a deeper and more analytical understanding of the literature's main idea, plot, setting and character development in the text.

In order to do this effectively we utilize Fontas and Pinnell leveled reading books to provide appropriate leveled reading books based on our students' reading levels in order to determine which books to use for both small groups as well as whole class readings. This allows us to collect more effective data on our ELLs second language proficiency and growth as we prepare for our school's language curriculum across all grades.

2-4) As we look across all grade levels our school has found that 6th and 7th grade ELLs (based on both in class tests as well as our NYSESLAT and LAB-R) need help understanding on grade level reading text, yet are on grade level for listening, speaking and writing. However, in 8th grade our ELL population is able to read, speak and listen at grade level but needs help writing at grade level. In order to counteract this pattern, our school is going to focus more heavily on both reading and writing in 7th grade in order to make our ELL population proficient writers by the 8th grade.

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: <u>Urban Assembly for AMS</u>		School DBN: <u>09x241</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Baum	Principal		12/16/11
David Krulwich	Assistant Principal		12/16/11
Jason Rivera	Parent Coordinator		12/16/11
Rahsaan Romain	ESL Teacher		12/16/11
	Parent		12/16/11
Francis Daniel/ELL	Teacher/Subject Area		12/16/11
Lyl Urena/Foreign Language	Teacher/Subject Area		12/16/11
Tim Jones/Data Specialist/Math	Coach		12/16/11
Kerri Murphy/English Lead Tchr	Coach		12/16/11
Kia Mack	Guidance Counselor		12/16/11
Jonathon Green	Network Leader		12/16/11
	Other		12/16/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 241 **School Name:** Urban Assembly for AMS

Cluster: 1 **Network:** CFN 105

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.

All documents given to students are produced in both English and Spanish. Families with other language needs are translated by appropriate staff members or the Translation Services provided by New York City Department of Education.

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.

Using both phone translating services as well as written translating services to communicate with parents has worked extremely well and has allowed our school to have an excellent attendance rate of over 90% for our parent teacher conferences.

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.

Our school uses a combination of in-house services (staff members and DOE call-in translating services) as well as parent volunteers in order to make sure our students and their families get translated copies of all of the material handed out from the administration to parents.

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.

The school uses a call-in translation service provided by the DOE in order to make sure parents of students are able to talk to teachers and staff members working at our school who interact with their child on a daily basis. These services are used whenever a parent of a child whose language we do not have access to in-house would like to talk to or needs to be contacted by a teacher, administrator or non-teaching staff member.

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

The school uses the translation and interpretation services for any documents where families must be contacted regarding any critical document and communication that needs to be provided to the parent regarding the education, health, safety and well-being of their child. In addition, families are provided translated documents for events and schedule changes that may effect the school calendar or any function at the school so that parents may be adequately informed about the educational atmosphere at their child's school.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Urban Assembly for AMS	DBN: 09X241
Cluster Leader: Ricardo Duran	Network Leader: Jonathon Green
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 49 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

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: Afterschool ESL/ ELA program- The afterschool program will be held from January 3, 2011 to June 3, 2012 and will service all 29 ELL students in grades 6, 7 and 8. The 29 students were selected based on their ELA and NYSESLAT scores. The program is held Monday through Thursday with 2 teachers each day. This includes the ESL teacher co-teaching with either the literacy teacher or the special education teacher alternating days. The time will be from 3:30-4:30 for a total of 77 hours for the year. The ESL teacher will assure that ELL strategies are implemented effectively and assess the implementation of the program. The afterschool program will focus on language acquisition, reading comprehension and improving student's writing. Skills needed for the NYSESLAT and the ELA exam will be integrated into some activities.

Saturday ELL Academy The Saturday Academy program will be held from January 7, 2010 to June 2, 2010 and will service 20 out of the 29 ELL students in grades 9, 10, 11 and 12th. These students were selected based on their ELA and NYSESLAT scores. The program is held on Saturdays from 9 am - 11 am for 19 sessions for a total of 38 hours. The ESL teacher will integrate literacy skills needed for success on the NYSESLAT and High school regents exams through a variety of, reading activities, such as: writing short responses, annotating notes for listening passages, and essay writing, in which intensive grammar and spelling support will be emphasized.

An LCD projector will be purchased to support the supplemental expository texts the ELL students will read in both programs. It will provide a visual frame of reference for social studies readings such as the differences in geographic locations, customs from different parts of the world as well as major historical changes in weaponry, inventions, and technological references. For science readings, visual aids of scientific concepts, charts, graphs, and natural disasters that support texts. The LCD projections also help students prepare for the NYSESLAT through scene explanations as well as develop written and oral language. Translation dictionaries (individual pocket dictionaries) are needed solely for the afterschool and Saturday programs to help foster student independence to look up new words encountered in the readings, improve vocabulary and grammar in essay writing and use the correct parts of speech in English. Assorted nonfiction and historical fiction books on tape at \$10-\$15 each for the middle schoolers and high schoolers will be purchased and used in the Title III program (Scorpions, The Beast, The Stranger, The Diary of Ann Frank, To Kill a Mockingbird, The Little Prince, Great Expectations, Night, The Catcher in The Rye, The Stranger and The Oedipus Cycle)

Listening centers: For the Title III program, students will improve listening skills in groups of 5 by

Part B: Direct Instruction Supplemental Program Information

listening to assorted nonfiction and historical fiction books on tape. This helps to build their understanding of fiction and nonfiction which are used on the ELA and NYSESLAT exams. Students build verbal skills by orally presenting the books to demonstrate understanding of the non fiction texts. Students will respond to comprehension questions using various ELA strategies and write short and extended responses based on the listening of the text. Students will use tactile responses to draw and describe scenes from what they hear.

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: The ESL teacher will attend a 5 day QTEL training and a substitute teacher will cover his classes for those days. On Fridays, when there are no ELL supplemental programs taking place, the ESL teacher will provide ongoing professional development to 6 teachers certified in teaching Literacy and the 2 teachers in the Title III program certified in Literacy and special education. This professional development will be held afterschool from 3:30-4:30 from January 2012 to May 2012 for 1 Friday each month for a total of 6 sessions. Teachers will receive training in how to effectively use the listening centers, visual aids, books on tape, dictionaries, grammar resources and other materials to support ELL learners. Teachers will be trained on the SIOP model to better integrate academic language in students vocabulary. The ESL teacher will also assist teachers in analyzing the data from the NYSESLAT and the ELA exam to determine the individual needs of the ELL students. Ongoing professional development allows Title III providers and the ESL teacher to give feedback on student progress as the staff evaluates the implementation of the program for its effectiveness and makes adjustments as needed. Teachers will be informed of any certification programs or professional development opportunities that become available, and provided with relevant literature and helpful websites to use as a resource. Only the 3 teachers in the afterschool and Saturday program will be paid by Title III for attending. Professional books, Engaging Grammar, purchased for the Title III program and used during the professional development sessions led by the ESL teacher provides teachers with strategies on how to help ELL students move beyond fixing surface errors in writing. Title III providers will learn how to teach students that grammar can be used as building blocks of sentences to create meaning.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: The ESL teacher and parent coordinator a series of 5 workshops to 45 parents of on the first Saturday of each month, starting February 4th and ending May 5th At 10:00 am to 12:00 am. On the following topics, using internet resources for ELL students and their families, College Preparation, how to assist children with homework (demystify High School assessment) NYC resources for ELL parents and students. Translation services will be provided and refreshments served for parents and in attendance. We will provide an informational handout that goes over everything in the workshop as well as online references and resources that are available to parents.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	11,314.90	Afterschool: 77 hours x 2 teachers (ESL teacher and either a special education or literacy) at \$49.89 per session = \$7,683.06. Saturdays: 38 hours x 1 teacher (ESL teacher) at \$49.89 per session = 1,895.82 Per Diem sub: Covers classes for coordinator to attend QTEL Building Base training for 5 days -167. 60x5= \$838 Professional Development by ESL teacher: 6 hours x 3 teachers (includes ESL teacher and 2 co-teachers)= \$898.02
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3,684	1 LCD projector- \$800 Non fiction books on tape- 3 copies of the Diary of Anne Frank – \$70 each 3 copies of The Stranger \$36 – total \$246 6 copies of the following assorted fiction and historical fiction books on tape for the middle and high schoolers. \$58 Scorpions, \$60 The Beast, \$54 The Stranger, \$42 The Catcher in the Rye, and \$60 The Oedipus Cycle, \$42 To Kill a Mockingbird, \$90 The Little Prince, Great Expectations \$30 - Total= \$538 7 Listening Centers- \$ 300 each- total= \$2100
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	14,998.90	14,998.90