



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE CAPTAIN MANUEL RIVERA JR. SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X279

**PRINCIPAL:** JAMES WASLAWSKI      **EMAIL:** JWASLAW@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SONIA MENENDEZ

**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
James Waslawski	*Principal or Designee	
Verona Prince	*UFT Chapter Leader or Designee	
Magdalena Flores	*PA/PTA President or Designated Co-President	
Melissa Kendall	DC 37 Representative, if applicable	
Helena Yordan	CBO Representative, if applicable	
Bibiana Alba	Member/ Staff	
Bonnie Kirkwood	Member/ Staff	
Joeann Buist	Member/ Staff	
Rosa Lofgren	Member/ Staff	
Ann Reyes	Member/ Parent	
Tana Velez	Member/ Parent	
Ruben Gomez	Member/ Parent	
Michelle Garcia	Member/ Parent	
Damaris Reyes	Member/ Parent	

## ANNUAL GOAL #1 AND ACTION PLAN

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

### Annual Goal #1 – Literacy

- School administration will organize the planning time, provide the background training on CCLS, access to paid consultants and support from the schools literacy team so that all teachers of literacy on grades K-8 will successfully be part of designing and implementing standards based units that will culminate with rigorous performance tasks. The development of these units will foster effective, cohesive and collaborative planning that includes, but is not limited to, standards based objectives, engaging learning experiences, small group targeted instruction and critical thinking skills. This action plan will improve our school wide literacy outcome by 10%, resulting in 33% of our students performing at/or above grade level on the 2012 NYS ELA exam.

### Comprehensive needs assessment

- The following statements are findings from our spring 2011 JIT report:
- The English language arts (ELA) written curriculum is inconsistently developed and is not sufficiently contributing to increased student achievement and teacher effectiveness.
- Lesson objectives are not based on New York State (NYS) State Standards and are not consistently and explicitly incorporated into instruction. Students are not aware of lesson objectives and are not benefiting from the posting of objectives in some classrooms. Objectives are not written in student-friendly language.
- Learning goals are not evident in some lesson plans and classrooms. Learning goals and aims are posted in some classrooms but are not written in student-friendly language. Students are unable to comprehend and benefit from the posting of aims, and learning is not enhanced by these postings.
- Student-to-student interaction in some classrooms is minimal, and this is negatively impacting active student engagement in learning. In some classrooms, teachers ineffectively attempt to encourage student discussions. Students are not provided with clear expectations for the purpose or expected outcome for student-to-student sharing.
- Teacher questioning techniques were at a low level of Bloom’s Taxonomy, often requiring students to respond with single-word responses. There was a lack of rigor in questioning observed. Students were not regularly engaged in higher order thinking and problem solving.
- In most classes, there was limited evidence of differentiated practice. Teachers reported that they have no access to a variety of differentiated materials and the class sets of texts have not been labeled by level of difficulty to guide teachers in their use or enable easy access by students.
- In most classrooms, students were engaged in identical activities, and lessons lacked the required differentiation to ensure that students were engaged at their optimal instructional level. The diverse needs of students were not met in classrooms where there was inadequate differentiation of materials or academic content.
- The small volume of student work displayed does not provide students or parents with evidence of learning. Some student work displayed included rubrics and teacher comments. Some of the teacher comments posted on written work were too complex for young students to understand and benefit from.
- 22% of our students performed at level one on the 2011 ELA exam, a decrease of 1% from 2010, when 23% performed at level one.
- 53% of our students performed at level two on the 2011 ELA exam, a decrease of 1% from 2010, when 54% performed at level two.
- 25% of our students performed at levels 3 or 4 on the 2011 ELA exam, an increase of 2% from 2010 when 23% performed at these levels.
- We were 8 “points” short of our ELA Safe Harbor Target for 2011 with a performance index of 105 and a safe harbor target of 113; this is

compared to exact same 8 point gap we achieved in the 2010 testing year.

**Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

1. All literacy teachers will be part of a school wide inquiry group that analyzes triangulated data for the subgroups within their classes to determine patterns, trends and next steps. SMART goals and benchmarks will be established.
2. All literacy teachers will have weekly common planning meetings to share best practices, examine student work, track and monitor assessments and prepare next steps to guide instruction. Monthly calendar days will be scheduled for unit and lesson development and performance tasks.
3. A school wide professional development calendar will be developed and will target the individual and specific needs of the students, teachers, and school. These workshops will include CCLS, performance tasks, teacher effectiveness, lesson planning, unit planning, targeted small group instruction, technology integration, responsive teaching, student engagement, using data to drive instruction and classroom management.
4. Push in guided reading teachers on all grades K-5 to ensure consistent, effective and small group differentiated instruction. All teachers will have access to literacy resource rooms containing necessary resources to facilitate whole class and small group instruction.
5. All support staff, i.e., the Principal, Assistant Principals, Aussie Consultants, Literacy Coach, new teacher mentors and guided reading teachers will provide professional development, coaching, modeling and debriefing/feedback to ensure high quality teaching and learning standards.
6. All special education teachers will be trained in the Wilson Reading System or Just Words and RTI methods to assist our most struggling readers in decoding, encoding, fluency, comprehension and differentiated instruction.
7. All literacy teachers in grades K-8 will have a consultant assigned to support, guide, model, and implement effective teaching practices. These consultants will work with teachers on the development of lesson plans and effective assessments as well as analysis of data to guide next steps. This individualized collaboration will foster professional growth and build teacher capacity.
8. All new teachers of literacy will be assigned a school wide mentor to facilitate best practices through inter-visitations and professional dialogue.
9. Selected literacy staff trained in the use of Achieve 3000, Rosetta Stone, and System 44- technology programs designed to assist our most struggling readers within our subgroups.

**ELL (English Language Learner) and SWD (Students With Disabilities) and Lowest One-third City-wide Sub-groups:**

10. Teachers of ELL's and SWD's will accelerate student comprehension and retention of academic vocabulary using the ExC-ELL seven-step vocabulary instructional methodology and Achieve 3000.
11. Teachers of ELL's and SWD's will receive coaching, classroom and inter-school visitation opportunities to become expert at consistently applying the ExC-ELL pre-, during and post- reading strategies and Achieve 3000 which accelerate student reading fluency and comprehension skills.
12. In addition, teachers of ELL's and SWD's will be provided professional development workshops on vocabulary development and the reading process through coaching by the bi-lingual coordinator and AP responsible for SWD progress.
13. Teachers of ELL's and SWD's will engage in the inquiry process of targeting a group of students (LD, ED, New Arrival, SIFE, Long Term ELL or At Risk) to develop SMART goals and benchmarks that will lead to inquiry discussion and analysis with the focus of improving teacher planning and preparation. This inquiry process will impact student learning by providing students with instructional outcomes and activities that are tailored to meet their learning, language and emotional needs.
14. Teachers of ELL's and SWD's will engage in the identification process of their students' learning and language needs at weekly Inquiry Team

Meetings. The outcome of inquiry will be to flexibly categorize students in thirds for the purpose of implementing targeted Tier I, II, III intervention. Such identification process will lead to the targeted allocation of academic and personnel resources to increase students' Reading, Writing, Listening and Speaking proficiency in English and emotional and behavioral management.

15. Teachers of ELL's and SWD's will be provided ongoing professional development on RTI (Response to Intervention). This RTI professional development will support teachers to design differentiated student processes or tasks, plan for appropriate scaffolds to student learning through modeling, graphic depiction and think- aloud techniques. Additional professional development will be given to ESL and SESS teachers for effective push-in intervention techniques and pull-out strategy lessons.

16. For students exhibiting intensive need for decoding development. System 44, a tech-based instructional program for computer lab use, (typically SIFE population) will be scheduled with the time and management of the bilingual coordinator, ESL and SESS pull out teachers. Creating intensive teacher awareness of RTI and the associated methods for differentiation will better target academic intervention for all sub-group students.

**Timeline for Implementation:**

August – September - Set up of consultants, make curricular decisions in consultation with CFN 109 team, staff members, and AUSSIE

September – November - Assessment practices in literacy for both reading and writing

October – March - Unit and task design

December 2011 - Administer and submit performance task as per Chancellor's Initiative

Sept. – June - Monthly update of the professional development calendar

September – June - On-going professional development workshops, lesson and unit development, looking at student work, inquiry, unit revisions, assessment tracking.

**Strategies to increase parental involvement**

- September 2011 - January 2012 – Monthly Open Family forum meetings have as an agenda items the conversion of current curriculum to CCLS-based curriculum and how it will impact student homework, grades and supports needed from home.
- Family literacy institutes focusing on the reading and writing expectations for students on the various grade levels and the activities parents can do at home to help students reach grade level achievement in literacy.
- Various school leadership team meetings will host speakers and experts on the CCLS and the process of curriculum redevelopment.
- Two Parent-Association-Sponsored curriculum nights will be planned and executed with teachers, parents and school administration at the end of the second and third report card periods. These curriculum nights will help families understand what students were to have learned in the previous report card period and what they will be expected to learn in the next report card period.
- Frequent class publishing parties and open houses for families to come into a class during the school day to celebrate and experience the work done by students of that class
- RTI methods and meaning workshop for all parents will be conducted in the winter of 2011.

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

- The retention of a literacy consultant for each of three grade spans is a support strategy to recruit and retain HQ teachers.
- The designation of a literacy coach for early grades (retention of HQ teachers)
- The designation of a highly qualified bilingual coordinator and instructional coach (recruitment and retention of HQ teachers)
- The purchase of web-based reading improvement programs i.e., System 44, Rosetta Stone, and Achieve 3000 have given literacy classroom teachers more options for creating focused learning centers in the classroom and in technology labs on grades 1 to 8.
- The retention of a guided reading push-in teacher for grades K, 1, 2, 3, and 4 supports teacher development in the practice of guided reading and contributes to the retention of high performing teachers on these grades.

**Service and program coordination**

- Four major Supplemental Educational Services agencies have been hosted by our school community to ensure full access to after school instructional support programs provided under NCLB.
- One OST provider (LeAP) services our school, grades K to 5.
- One TASC funded community based organization, Committee for Hispanic Children and Families, services our students in an after school science enrichment program for grades 1 to 8.

**Budget and resources alignment**

- \$579,267 of Title I funds (55% of the total Title I allocation) have been allocated to the personnel and consultant services for the above referenced activities.
- \$377,403 of Contract for Excellence funds (99.5% of this allocation) have been allocated to personnel for the above referenced activities.
- \$38,692 of Title III funds (100% of this allocation) have been allocated for support of ELL students in math and literacy.
- \$365,373 of Tax Levy Fair Student Funding (6.9% of the TL FSF allocation) have been allocated to personnel and material costs for the above referenced activities.
- A total of \$1,360,735 of school funds (15.8% of our total school budget) have been allocated to the above referenced activities.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2 - Mathematics**

- Part One – Curricular - School administration will organize the planning time and provide the background training on CCLS so that all teachers of mathematics on grades K-8 will successfully be part of designing and implementing standards based units that will culminate with rigorous performance tasks. The development of these units will foster effective, cohesive and collaborative planning that includes, but is not limited to, standards based objectives, engaging learning experiences, small group targeted instruction and critical thinking skills. This action plan will improve our school wide mathematics outcome by 10%, resulting in 53% of our students performing at/or above grade level as measured by the 2012 NYS Math exam.
- Part Two – Student Outcomes - School administration will closely track and support the accelerated progress of all: self-contained, CTT, SESS, ELL and Lowest one-third city-wide students in mathematics by using the Performance Series periodic assessment and other data streams from frequent assessment cycles, focused involvement and work with teacher inquiry teams, targeted tier I & II interventions utilizing language support personnel, web-based learning programs, and specialized teacher schedules focusing on progress for these groups so that each of these groups makes at least one half a point of extra credit on the 2012 City Progress report. (Moving us from 3.0 to 11.0 extra credit points)

### **Comprehensive needs assessment**

- The following statements are findings from our spring 2011 JIT report:
- School leaders should communicate clear expectations to all teachers that written lesson plans contain clear and explicit objectives that are aligned to State Standards. Reference to the standards should include a descriptive text that will clearly communicate what it is the students are to master. Lesson objectives should be communicated to students in student friendly language and should drive the lesson activities. Teacher created informal assessment should be conducted at the end of each lesson so that the teacher will know if students achieved the objective. School leaders should monitor lessons and evaluate how well students know and achieve the stated learning objectives.
- Homogeneous grouping of students in some grades means that teachers and school leaders do not share a common understanding of the purpose of grouping students or intended outcomes. School leaders perceive this practice as clustering students to provide interventions more efficiently for students with similar needs, but teachers report that grouping students in high, medium and low groups reduces the burden of differentiating instruction. Teachers report that groupings slow the pace of instruction in lower level classes.
- Student-to-student interaction in some classrooms is minimal, and this is negatively impacting active student engagement in learning. In some classrooms, teachers ineffectively attempt to encourage student discussions. Students are not provided with clear expectations for the purpose or expected outcome for student-to-student sharing.
- Teacher questioning techniques were at a low level of Bloom's Taxonomy, often requiring students to respond with single-word responses. There was a lack of rigor in questioning observed. Students were not regularly engaged in higher order thinking and problem solving.
- In most classes, there was limited evidence of differentiated practice. Teachers reported that they have no access to a variety of differentiated materials and the class sets of texts have not been labeled by level of difficulty to guide teachers in their use or enable easy access by students.
- In most classrooms, students were engaged in identical activities, and lessons lacked the required differentiation to ensure that students were engaged at their optimal instructional level. The diverse needs of students were not met in classrooms where there was inadequate differentiation of materials or academic content.
- The use of technology was not integrated sufficiently into instruction to enhance learning. The power of SMART Boards was not maximized, as

many teachers used them as projectors or whiteboards. The computer lab was underutilized, and classroom computers were not effectively used to provide focused skill development or support independent student research. The technology position is unfilled and, as a result, teachers are not sufficiently supported to effectively integrate technology into instruction.

- 16% of our students performed at level one on the 2011 NYS Math Exam, an exact same percentage as on the 2010 NYS Math Exam which had 16% at level 1.
- 41% of our students performed at level two on the 2011 NYS Math Exam, a decrease of 3% from 2010, when 44% performed at level two.
- 43% of our students performed at levels 3 or 4 on the 2011 NYS Math Exam, an increase of 3% from 2010, when 40% performed at either of these two levels.
- We were 3 “points” short of our AYP goal on the 2011 NYS Math Exam with a performance index of 130 and an AMO of 133; this is compared to our performance index being 31 “points” over our 2010 AMO on the 2010 NYS Math Exam.

**Instructional strategies/activities:**

1. All mathematics teachers will be part of a school wide inquiry group that analyzes triangulated data for the subgroups within their classes to determine patterns and trends in student performance, examine student work, and formulate next steps for intervention and on-going instruction. SMART goals and benchmarks will be established for students and teachers.
2. All mathematics teachers will have weekly common planning meetings to share/study best pedagogical practices, plan inter-visitations, track and monitor assessments and prepare next steps to guide instruction.
3. Monthly “Math Calendar Days” will be scheduled on grades K to 5 (assuming availability of substitute coverage funds) for unit and lesson development and performance task design, as well as foundation support for critical math content.
4. The Principal and Assistant Principals will provide professional development, coaching, modeling and debriefing/feedback to ensure high quality teaching and learning standards.
5. Development of a math leadership teacher-team, will plan and coordinate the transformation of current units to CCLS units. This team will organize and conduct grade specific workshops with school administration to ensure effective CCLS unit implementation.

**ELL (English Language Learner) and SWD (Students With Disabilities) and Lowest One-third City-wide Sub-groups:**

6. All mathematics staff will be trained in the use of Help Math, a web based mathematics support program designed to provide students with Tier I, II, and III Intervention(s) as well as assist ELL and SWD students in the development of content specific vocabulary.
7. Paraprofessional staff members will be trained to implement Help Math with ELL, SWD and level one math students as a Tier II intervention.
8. A language / interpretation paraprofessional has been allocated to the 7<sup>th</sup> and 8<sup>th</sup> grade mathematics classroom to provide language support to new arrivals and other students in need of interpretation services during middle school math lessons given in English.
9. CFN 109 math support specialist and ELL support specialist will work with all math teachers of ELL students to design and implement a specific language / vocabulary development component to all math lessons on grades K through 8.
10. Grades K to 2 ICT classes have an additional paraprofessional.

**Timeline for Implementation:**

September to October 2011 - Inquiry Start Up and Identification of Teacher and Student Groups based on initial periodic assessments & 2010 scores  
January to March - CCLS unit writing and DOE task design, administration and analysis  
October to May - Half-day “Calendar Days” looking at curriculum, refining units and reinforcing teacher understanding of essential math content.  
On-going: lesson and unit development, looking at student work, inquiry, unit revisions, assessment tracking

**Strategies to increase parental involvement**

- September 2011 - January 2012 – Monthly Open Family forum meetings have as an agenda items the conversion of current curriculum to CCLS-based curriculum and how it will impact student homework, grades and supports needed from home.
- Four “Family Math Days” (from January to April) are planned to make parents aware of the expectations for math learning on each grade. These workshops will focus on strengthening student work and study habits with mathematics at home and to inform families of the new CCLS and the higher expectations and demands for student learning.
- Various school leadership team meetings will host speakers and experts on the CCLS and the process of curriculum redevelopment.
- Two Parent-Association-Sponsored curriculum nights will be planned and executed with teachers, parents and school administration at the end of the second and third report card periods. These curriculum nights will help families understand what students were to have learned in the previous report card period and what they will be expected to learn in the next report card period.

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

- Designation of most highly qualified teachers as new teacher mentors is a recruitment and retention strategy with proven effectiveness.
- The development of three teacher leaders to implement the math focused teacher inquiry teams on grades 5 to 8. This work around inquiry is preparation for the development of at least one full time math coach for 2012 - 2013 school year. This is a support strategy to recruit new and acknowledge and retain HQ math teachers.
- The designation of a language support paraprofessional for middle school math classes with high concentration of Spanish speaking ELL students is a retention measure to improve teacher effectiveness and communication with families.
- The purchase of web-based Help Math program for use by most math teachers is a retention strategy because it facilitates effective and easy differentiation of math instruction.

**Service and program coordination**

- Four major Supplemental Educational Services agencies have been hosted by our school community to ensure full access to after school instructional support programs provided under NCLB.
- One OST provider (LeAP) services our school, grades K to 5.
- One TASC funded community based organization, Committee for Hispanic Children and Families, services our students in an after school science enrichment program for grades 1 to 8.

**Budget and resources alignment**

- \$167,203 of Title I funds (15.9% of the total Title I allocation) have been allocated to the personnel services for the above referenced activities.
- \$34,823 of Title III funds (90% of this allocation) have been allocated for support of ELL students in combined math and literacy supports.
- \$437,767 of Tax Levy Fair Student Funding (8.3% of the TL FSF allocation) have been allocated to personnel and material costs for the above referenced activities.
- A total of \$1,360,735 of school funds (7.4% of our total school budget) have been allocated to the above referenced activities.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3 – Teacher Effectiveness and Support**

- To reduce the number of teachers obtaining a “U” rating from 10 to 4 through the consistent review of the new DOE proposed four point teacher evaluation system and to increase by 30% the number of satisfactorily rated teachers performing at the “Effective” level as designated on the proposed NYS/NYC four point teacher evaluation rubric by June 2012.

#### **Comprehensive needs assessment**

- The following statements are findings from our spring 2011 JIT report:
- School leaders should communicate clear expectations to all teachers that written lesson plans contain clear and explicit objectives that are aligned to State Standards. Reference to the standards should include a descriptive text that will clearly communicate what it is the students are to master. Lesson objectives should be communicated to students in student friendly language and should drive the lesson activities. Teacher created informal assessment should be conducted at the end of each lesson so that the teacher will know if students achieved the objective. School leaders should monitor lessons and evaluate how well students know and achieve the stated learning objectives.
- Homogeneous grouping of students in some grades means that teachers and school leaders do not share a common understanding of the purpose of grouping students or intended outcomes. School leaders perceive this practice as clustering students to provide interventions more efficiently for students with similar needs, but teachers report that grouping students in high, medium and low groups reduces the burden of differentiating instruction. Teachers report that groupings slow the pace of instruction in lower level classes.
- Teaching time is not maximized in all classrooms. In some classes, the “do now” activity lasts for longer than ten minutes. The flow of the day is not posted in many classrooms, so some teachers are not mapping out times, and consequently activities do not follow the timeframe.
- Student-to-student interaction in some classrooms is minimal, and this is negatively impacting active student engagement in learning. In some classrooms, teachers ineffectively attempt to encourage student discussions. Students are not provided with clear expectations for the purpose or expected outcome for student-to-student sharing.
- Teacher questioning techniques were at a low level of Bloom’s Taxonomy, often requiring students to respond with single-word responses. There was a lack of rigor in questioning observed. Students were not regularly engaged in higher order thinking and problem solving.
- In most classes, there was limited evidence of differentiated practice. Teachers reported that they have no access to a variety of differentiated materials and the class sets of texts have not been labeled by level of difficulty to guide teachers in their use or enable easy access by students.
- In most classrooms, students were engaged in identical activities, and lessons lacked the required differentiation to ensure that students were engaged at their optimal instructional level. The diverse needs of students were not met in classrooms where there was inadequate differentiation of materials or academic content.
- The small volume of student work displayed does not provide students or parents with evidence of learning. Some student work displayed included rubrics and teacher comments. Some of the teacher comments posted on written work were too complex for young students to understand and benefit from.
- The use of technology was not integrated sufficiently into instruction to enhance learning. The power of SMART Boards was not maximized, as many teachers used them as projectors or whiteboards. The computer lab was underutilized, and classroom computers were not effectively used to provide focused skill development or support independent student research. The technology position is unfilled and, as a result, teachers are not sufficiently supported to effectively integrate technology into instruction.

- Ten teachers were rated “unsatisfactory” for the 2010 school year.
- Eight of ten “U” rated teachers were tenured (two for the second year consecutive) and six of this eight had more than ten years teaching experience.
- The two untenured teachers were rated unsatisfactory and discontinued from employment.
- One of the eight tenured teachers chose an early retirement.
- Ten new (first to third year teaching) teachers were hired in the summer of 2011.

### **Instructional strategies/activities**

1. Opening Day Professional Development, October, November, December, January staff conferences and Election Day PD were all focused on the newly proposed four point teacher evaluation rubric. Normalizing activities, with large and small group discussions on effective practice take place regularly.
2. To deploy the three AUSSIE consultants for a minimum of 12 consultant days each to provide PD on the regular use of effective small group instructional strategies that apply data to specific learning interventions in reading and writing for all students on all grades.
3. To develop collaborative curriculum development and data inquiry teams through the services of three AUSSIE literacy consultants and the weekly fifty minute data inquiry meeting. These data inquiry teams will be led by consultants and lead teachers and the result of this work will be the consistent use of formative assessment data to plan and deliver targeted and differentiated instruction.
4. To develop a consistent and “normalized” application of the new DOE proposed rubric, with low inference feedback to all teachers by all four school administrators through the annual observation cycle (min 4 obs per teacher) and the regular use of school-wide learning walks, paired observations and debriefing sessions with CFN 019 staff members.
5. All teachers of literacy and math, including ELL/bilingual and special education teachers, are members of a grade level content team which meets weekly with a consultant, coach or AP to review and develop curriculum, clarify performance expectations, model lesson and unit design, and which makes available modeled lessons on small group instruction, differentiated instruction, the teaching of writing, effective methods for word work and the use of formative assessment data to plan instruction.
6. An early grades (K to 3) full-time literacy coach, a first, second, third and fourth grade push-in guided reading teacher and literacy consultant to model guided reading strategies, the collection of formative data from guided reading and the design of best “next step” lessons.
7. Teacher-to-teacher workshops on the use of SMART boards for effective engagement; NYSED Year III Learning Technology Grant will provide workshops on additional technology applications to use in classroom lessons, project based learning and robotics.
8. Nine teacher mentors provide foundational support to all teachers who are new to our building (10) in the areas of classroom set-up, understanding the curriculum and associated pacing calendars, school-wide grading policies, student management strategies and effective parent conferences and communications to student homes.

### **Timeline for Implementation:**

August to October – Work plan development and refinement with AP’s, coaches and AUSSIE consultants

September to February – Monthly meetings with all teachers on the meaning of the indicators within the proposed four point teacher evaluation rubric using Danielson’s Domains One, Two, Three and Four.

September to October 2011 - Inquiry Start Up and Identification of Teacher and Student Groups based on initial periodic assessments & 2010 scores; training of Inquiry Team leaders by school administration and CFN 109 staff members

September through June – Weekly informal observations of teaching practice on all grades; monthly formal observations of practice on all grades

September through June daily push-in support of Guided Reading teachers on grades K, 1, 2, 3 and 4.

November through February bi-weekly after school workshops on SMART Board use and basic classroom technology applications  
December through April – monthly LTG workshops on advanced classroom technology applications for our classrooms and the development of an after school Robotics Club.

September – June weekly mentor support for ten new teachers. Support logs to be monitored and entered on the MTS. Monthly new teacher meetings with school administration on a variety of topics.

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

- September 2011 to January 2012 – Monthly Open Family forum meetings have as an agenda items the interpretation of student progress reports, sample questions for parents to ask teachers about the academic progress of their child. Parents are guided in the use of the EnGrade login process and how to view student grade books on this school-wide grading program.
- “Family Literacy and Math Days (from December to April) are planned to make parents aware of the expectations for literacy and math learning on each grade. These workshops will focus on strengthening student work and study habits with mathematics at home and to inform families of the new CCLS and the higher expectations and demands for student learning.
- Two Parent-Association-Sponsored curriculum nights will be planned and executed with teachers, parents and school administration at the end of the second and third report card periods. These curriculum nights will help families understand what students were to have learned in the previous report card period and what they will be expected to learn in the next report card period. They will help teachers build a more personal and supportive relationship with their child’s classroom teacher.

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

- Designation of nine of the most highly qualified teachers as new teacher mentors is a recruitment and retention strategy with proven effectiveness.
- The development of three teacher leaders to implement the math focused teacher inquiry teams on grades 5 to 8. This work around inquiry is preparation for the development of at least one full time math coach for 2012 - 2013 school year. This is a support strategy to recruit new and acknowledge and retain HQ math teachers.
- The purchase of web-based Help Math program for use by most math teachers is a retention strategy because it facilitates effective and easy differentiation of math instruction.
- The retention of a literacy consultant for each of three grade spans is a support strategy to recruit and retain HQ teachers.
- The designation of a literacy coach for early grades (retention of HQ teachers)
- The designation of a highly qualified bilingual coordinator and instructional coach (recruitment and retention of HQ teachers)
- The purchase of web-based reading improvement programs i.e., System 44, Rosetta Stone, and Achieve 3000 have given literacy classroom teachers more options for creating focused learning centers in the classroom and in technology labs on grades 1 to 8.
- The retention of a guided reading push-in teacher for grades K, 1, 2, 3, and 4 supports teacher development in the practice of guided reading and contributes to the retention of high performing teachers on these grades.

#### **Budget and resources alignment**

- \$549,639 of Title I funds (52.2% of the total Title I allocation) have been allocated to the materials, personnel and consultant services for the above referenced activities.
- \$97,359 of Contract for Excellence funds (25.7% of this allocation) have been allocated to personnel for the above referenced activities.
- \$552,145 of Tax Levy Fair Student Funding (10.5% of the TL FSF allocation) have been allocated to personnel and material costs for the above referenced activities.

- \$45,482 of Learning Technology Grant funds (100% of this allocation) were designated for the above referenced activities.
- \$10,700 of Title I Corrective Action Rollover funds (100% of this allocation) were allocated to the above referenced plan.
- \$6,000 of ARRA RTTT City Wide Instructional Expectations (100% of this allocation) have been allocated to the above referenced plan.
- A total of \$1,261,325 of school funds (14.6% of our total school budget) have been allocated to the above referenced activities.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	45	31	N/A	N/A	45			
<b>1</b>	112	61	N/A	N/A	45			
<b>2</b>	100	58	N/A	N/A	45			
<b>3</b>	125	90	N/A	N/A	45			
<b>4</b>	96	55			45			
<b>5</b>	95	65			20			
<b>6</b>	117	58			35			
<b>7</b>	82	77			40			
<b>8</b>	92	83			90			
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Foundations</b> (K-2); a phonological/phonemic awareness program focusing on whole class and small group instruction for 30 minutes, 3 days per week as a prevention to help reduce reading and spelling failure. <b>Wilson Reading System</b> (4-8): a researched based reading and writing program targeting students with deficiencies in phonological awareness and/or orthographic processing. This small group instruction takes place for 45minutes, at least 3 days per week. <b>Just Words</b> (grade 4); a highly explicit, multisensory decoding and spelling program targeting students with word level deficits. This program is conducted daily for 45 minutes in a small group instruction. <b>Guided Reading</b> (K-8): instruction is provided as a push-in/pull-out model for approximately 45 minutes 3 to 5 days per week. <b>ESL AIS</b>: provides small group instruction for second language learners, during the day and after school. Instruction is guided to develop speaking, listening, and writing English language skills through the use of visuals and modeling. <b>Achieve 3000</b> (3-8): a technology program designed to help struggling readers with reading comprehension. Students are tracked throughout the year to access progress. <b>Rosetta Stone</b> (3-8): used to supplement English Language instruction. <b>Read</b>: organization that serves at risk K-1 students to provide structured one to one tutoring in reading with an emphasis on decoding and fluency. <b>System 44</b> (3-8): a technology program emphasizing phonetic development targeting whole class, small group, SIFE, at risk, and/ or new comers in need of decoding and phonetic skills. This program provides awareness of the 44 sounds of the English alphabet.</p>
<p><b>Mathematics</b></p>	<p><b>Math AIS</b>: small group instruction during extended day targeting at risk students 2 days per week. <b>Help Math</b> (3-8): a customized and adaptive technology intervention program that supports student vocabulary development of mathematical terms and understanding of mathematical concepts.</p>
<p><b>Science</b></p>	<p>The elementary school Science Teacher meets with seven students from grades 2, 3, 4 and 5.</p>

<b>At-risk Services provided by the Guidance Counselor</b>	Services include whole class, small group, and one to one counseling provided during the school day. Middle school students receive at-risk interventions through the Overcoming Obstacles curriculum delivered by our MS At-Risk counselor and Attendance Teacher.
<b>At-risk Services provided by the School Psychologist</b>	The School Psychologist meets regularly with five at-risk students for tutoring and support.
<b>At-risk Services provided by the Social Worker</b>	The SBST social worker meets regularly with three students on an At-Risk basis.

## **PARENT INVOLVEMENT POLICY (PIP)**

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:

- Actively involve and engage parents in planning and review of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including implementation of the school's Title I Parent Involvement Policy and School parent compact at no cost.
- 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 at no cost.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association. This includes providing technical support and ongoing professional development especially in developing leadership skills at approximately \$1000.00 of Title 1 funds.
- Conduct parent workshops with topics that include: Parenting Skills, Common Core Curriculum, Monthly Open Family Forums, SES Parent Orientation, Cyber/Internet Safety, etc., at approximately \$1000.00 of Title 1 funds.
- Schedule additional parent meeting before each marking period (approximately 4 times a school year) to share information about the school's educational program in Literacy and Mathematics approximately \$1000.00 of Title 1 funds.
- GED course, ESL course, and Nutrition and Health course approximately \$6000.00 of Title 1 funds.
- Actively involve and engage parents of special education students in learning crisis management and behavior management skills through the Therapeutic Crisis Intervention (TCI) Parent Trainings \$1000.00 of Title 1 funds.

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

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

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

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

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

#### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 10X279

**School Name:** The Captain Manuel Rivera Jr. School

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

**Phase:** X Restructuring Advanced

**Category:** X Comprehensive

**Intervention:** X School Quality Review (SQR)

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - The following statements are findings from our spring 2011 JIT report:
  - The English language arts (ELA) written curriculum is inconsistently developed and is not sufficiently contributing to increased student achievement and teacher effectiveness.
  - Lesson objectives are not based on New York State (NYS) State Standards and are not consistently and explicitly incorporated into instruction. Students are not aware of lesson objectives and are not benefiting from the posting of objectives in some classrooms. Objectives are not written in student-friendly language.
  - Learning goals are not evident in some lesson plans and classrooms. Learning goals and aims are posted in some classrooms but are not written in student-friendly language. Students are unable to comprehend and benefit from the posting of aims, and learning is not enhanced by these postings.
  - Student-to-student interaction in some classrooms is minimal, and this is negatively impacting active student engagement in learning. In some classrooms, teachers ineffectively attempt to encourage student discussions. Students are not provided with clear expectations for the purpose or expected outcome for student-to-student sharing.
  - Teacher questioning techniques were at a low level of Bloom's Taxonomy, often requiring students to respond with single-word responses. There was a lack of rigor in questioning observed. Students were not regularly engaged in higher order thinking and problem solving.
  - In most classes, there was limited evidence of differentiated practice. Teachers reported that they have no access to a variety of differentiated materials and the class sets of texts have not been labeled by level of difficulty to guide teachers in their use or enable easy access by students.
  - In most classrooms, students were engaged in identical activities, and lessons lacked the required differentiation to ensure that students were engaged at their optimal instructional level. The diverse needs of students were not met in classrooms where there was inadequate differentiation of materials or academic content.
  - The small volume of student work displayed does not provide students or parents with evidence of learning. Some student work displayed included rubrics and teacher comments. Some of the teacher comments posted on written work were too complex for young students to understand and benefit from.
  - The use of technology was not integrated sufficiently into instruction to enhance learning. The power of SMART Boards was not maximized, as many teachers used them as projectors or whiteboards. The computer lab was underutilized, and classroom computers were not effectively used to provide focused skill development or support independent student research. The technology position is unfilled and, as a result, teachers are not sufficiently supported to effectively integrate technology into instruction. 22% of our students performed at level one on the 2011 ELA exam, a decrease of 1% from 2010, when 23% performed at level one.
  - 53% of our students performed at level two on the 2011 ELA exam, a decrease of 1% from 2010, when 54% performed at level two.
  - 25% of our students performed at levels 3 or 4 on the 2011 ELA exam, an increase of 2% from 2010 when 23% performed at these levels.
  - We were 8 "points" short of our ELA Safe Harbor Target for 2011 with a performance index of 105 and a safe harbor target of 113; this is compared to exact same 8 point gap we achieved in the 2010 testing year.
  - 16% of our students performed at level one on the 2011 NYS Math Exam, an exact same percentage as on the 2010 NYS Math Exam which had 16% at level 1.
  - 41% of our students performed at level two on the 2011 NYS Math Exam, a decrease of 3% from 2010, when 44% performed at level two.
  - 43% of our students performed at levels 3 or 4 on the 2011 NYS Math Exam, an increase of 3% from 2010, when 40% performed at either of these two levels.
  - We were 3 "points" short of our AYP goal on the 2011 NYS Math Exam with a performance index of 130 and an AMO of 133; this is compared to our performance index being 31 "points" over our 2010 AMO on the 2010 NYS Math Exam.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  1. All literacy teachers will be part of a school wide inquiry group that analyzes triangulated data for the subgroups within their classes to determine patterns, trends and next steps. SMART goals and benchmarks will be established.
  2. All literacy teachers will have weekly common planning meetings to share best practices, examine student work, track and monitor assessments and prepare next steps to guide instruction. Monthly calendar days will be scheduled for unit and lesson development and performance tasks.
  3. A school wide professional development calendar will be developed and will target the individual and specific needs of the students, teachers, and school. These workshops will include CCLS, performance tasks, teacher effectiveness, lesson planning, unit planning, targeted small group instruction, technology integration, responsive teaching, student engagement, using data to drive instruction and classroom management.
  4. Push in guided reading teachers on all grades K-5 to ensure consistent, effective and small group differentiated instruction. All teachers will have access to literacy resource rooms containing necessary resources to facilitate whole class and small group instruction.
  5. All support staff, i.e., the Principal, Assistant Principals, Aussie Consultants, Literacy Coach, new teacher mentors and guided reading teachers will provide professional development, coaching, modeling and debriefing/feedback to ensure high quality teaching and learning standards.
  6. All special education teachers will be trained in the Wilson Reading System or Just Words and RTI methods to assist our most struggling readers in decoding, encoding, fluency, comprehension and differentiated instruction.
  7. All literacy teachers in grades K-8 will have a consultant assigned to support, guide, model, and implement effective teaching practices. These consultants will work with teachers on the development of lesson plans and effective assessments as well as analysis of data to guide next steps. This individualized collaboration will foster professional growth and build teacher capacity.
  8. All new teachers of literacy will be assigned a school wide mentor to facilitate best practices through inter-visitations and professional dialogue.
  9. Selected literacy staff trained in the use of Achieve 3000, Rosetta Stone, and System 44- technology programs designed to assist our most struggling readers within our subgroups.

**ELL (English Language Learner) and SWD (Students With Disabilities) and Lowest One-third City-wide Sub-groups:**

10. Teachers of ELL's and SWD's will accelerate student comprehension and retention of academic vocabulary using the ExC-ELL seven-step vocabulary instructional methodology and Achieve 3000.
11. Teachers of ELL's and SWD's will receive coaching, classroom and inter-school visitation opportunities to become expert at consistently applying the ExC-ELL pre-, during and post- reading strategies and Achieve 3000 which accelerate student reading fluency and comprehension skills.
12. In addition, teachers of ELL's and SWD's will be provided professional development workshops on vocabulary development and the reading process through coaching by the bi-lingual coordinator and AP responsible for SWD progress.
13. Teachers of ELL's and SWD's will engage in the inquiry process of targeting a group of students (LD, ED, New Arrival, SIFE, Long Term ELL or At Risk) to develop SMART goals and benchmarks that will lead to inquiry discussion and analysis with the focus of improving teacher planning and preparation. This inquiry process will impact student learning by providing students with instructional outcomes and activities that are tailored to meet their learning, language and emotional needs.
14. Teachers of ELL's and SWD's will engage in the identification process of their students' learning and language needs at weekly Inquiry Team Meetings. The outcome of inquiry will be to flexibly categorize students in thirds for the purpose of implementing targeted Tier I, II, III intervention. Such identification process will lead to the targeted allocation of academic and personnel resources to increase students' Reading, Writing, Listening and Speaking proficiency in English and emotional and behavioral management.

15. Teachers of ELL's and SWD's will be provided ongoing professional development on RTI (Response to Intervention). This RTI professional development will support teachers to design differentiated student processes or tasks, plan for appropriate scaffolds to student learning through modeling, graphic depiction and think-aloud techniques. Additional professional development will be given to ESL and SESS teachers for effective push-in intervention techniques and pull-out strategy lessons.

16. For students exhibiting intensive need for decoding development. System 44, a tech-based instructional program for computer lab use, (typically SIFE population) will be scheduled with the time and management of the bilingual coordinator, ESL and SESS pull out teachers. Creating intensive teacher awareness of RTI and the associated methods for differentiation will better target academic intervention for all sub-group students.

17. All mathematics teachers will be part of a school wide inquiry group that analyzes triangulated data for the subgroups within their classes to determine patterns and trends in student performance, examine student work, and formulate next steps for intervention and on-going instruction. SMART goals and benchmarks will be established for students and teachers.

18. All mathematics teachers will have weekly common planning meetings to share/study best pedagogical practices, plan inter-visitations, track and monitor assessments and prepare next steps to guide instruction.

19. Monthly "Math Calendar Days" will be scheduled on grades K to 5 (assuming availability of substitute coverage funds) for unit and lesson development and performance task design, as well as foundation support for critical math content.

20. The Principal and Assistant Principals will provide professional development, coaching, modeling and debriefing/feedback to ensure high quality teaching and learning standards.

21. Development of a math leadership teacher-team, will plan and coordinate the transformation of current units to CCLS units. This team will organize and conduct grade specific workshops with school administration to ensure effective CCLS unit implementation.

#### **ELL (English Language Learner) and SWD (Students With Disabilities) and Lowest One-third City-wide Sub-groups:**

22. All mathematics staff will be trained in the use of Help Math, a web based mathematics support program designed to provide students with Tier I, II, and III Intervention(s) as well as assist ELL and SWD students in the development of content specific vocabulary.

23. Paraprofessional staff members will be trained to implement Help Math with ELL, SWD and level one math students as a Tier II intervention.

24. A language / interpretation paraprofessional has been allocated to the 7<sup>th</sup> and 8<sup>th</sup> grade mathematics classroom to provide language support to new arrivals and other students in need of interpretation services during middle school math lessons given in English.

25. CFN 109 math support specialist and ELL support specialist will work with all math teachers of ELL students to design and implement a specific language / vocabulary development component to all math lessons on grades K through 8.

26. Grades K to 2 ICT classes have an additional paraprofessional.

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#### **Part B: For Title I SINI Schools Only**

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

We have used \$285,277 of our \$1,052,726 or 27% of our Title I budget for high quality professional development from Editure/AUSSIE, Center for Applied Linguistics and for an early childhood literacy coach. These funds and PD contracts are focused on rewriting our literacy and math curriculum so that they are closely aligned with the common core learning standards, complete with rigorous assessment practices. CAL has been engaged to develop our language learning practices in bilingual and ESL classroom environments using the ExC-ELL program developed by Dr. Margarita Calderon

and implemented successfully in other New York City elementary and middle schools with high concentrations of English Language Learners.

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

Seven school based mentors will be coached and developed over the course of this school year to work with our new teachers and second year teachers. Their training will be guided by the Network 109 achievement coach and any ongoing issues will be addressed at monthly mentor meetings. Mentees will receive a minimum of two periods per week of mentorship. Mentors are experts in different areas of classroom management and instructional design.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. A parent letter will handed out in student backpacks and mailed to all houses in January. This letter will explain the additional programs of support to teachers and students to assist in accelerating the academic progress of students with disabilities, English language learners and students scoring in the lowest one-third city-wide in math and/or literacy. The letter will also remind families of the extended day, SES after school, Title III after school, Title I after school and Saturday-school programs. These letters will be disseminated in English and Spanish (as all school communications are). Bengali translation is available through school staff members and specific software technologies.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>279</b>
School Name <b>Captain Manuel Rivera</b>			

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

Principal <b>James Waslawski</b>	Assistant Principal <b>Jean Dalton</b>
Coach <b>Rosa Lofgren</b>	Coach
ESL Teacher <b>Eileen Horan</b>	Guidance Counselor <b>Judy Galarza</b>
Teacher/Subject Area <b>Marilyn Valle/Bilingual</b>	Parent <b>Magdalena Flores</b>
Teacher/Subject Area <b>Delba Puello/BCB</b>	Parent Coordinator <b>Andrea Decena</b>
Related Service Provider <b>Daisy Villalobos</b>	Other <b>Giulliano Quesada</b>
Network Leader <b>Maria Quail</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>980</b>	Total Number of ELLs	<b>315</b>	ELLs as share of total student population (%)	<b>32.14%</b>
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## Part II: ELL Identification Process

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

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

At PS/MS 279, we follow the guidelines for program placement procedure as delineated under CR Part 154. The steps under these guidelines include screening, initial assessment, parent orientation, program placement and annual assessment. With the screening procedure we classify students who may possibly be ELL, gifted or who may have a possible handicapping condition. Parents or guardian of new applicants complete the Home Language Survey, which is provided in the language parent best understand. Both the screening and the Home Language Survey are administered by a qualified or trained staff that is competent to communicate with the parent and the student in English and the student's native language if necessary. If the HLS determines that a language other than English is spoken in the child's home, the child is administered a Language Assessment Battery- Revised (LAB-R). Spanish students that score below proficiency on the LAB-R are administered a Spanish LAB to determine language command. Students' placement in an appropriate program is primarily guided by the parent/guardian surveys and program selection. These surveys are completed following the parents' attendance at orientation for newly enrolled English Language Learners. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Pedagogues responsible for conducting the initial screening, administering the HLIS, and the LAB-R are the following:

Pedagogues	Qualifications	Languages Spoken
Delba Puello	Bilingual Teacher	Spanish/ English
Lilian Lasanta	ESL Teacher	Spanish/ English
Eileen Horan	ESL Teacher	Spanish /English

Annually, students are retested with the NYSESLAT and parents are notified of the students' NYSESLAT result and program choices. To determine eligibility of the NYSESLAT, we generate the RLER report from ATS. We scrutinize, check and confirm across with other reports such as RLAT, RMSR, and RHSP.

2. LAB-R test is provided within the first ten days of school, and without delay parents are informed of the LAB-R result with the notification of entitlement letter, which provides specific information about ELL programs. At the same time, parents are invited to participate in an orientation session where description of the program models and placement program option are presented. In the parent orientation meeting we use the material supplied by the Office of ELLs, translated material, brochures and DVDs. For parents or guardians that do not attend the Parent Orientation, Parent Coordinator or ESL teachers schedule one-on-one meeting or phone conversations. Pedagogues in charge of this action are sited below.

Pedagogues	Qualifications	Languages Spoken
Gulliano Quesada	ELL Data Specialist	Spanish/English
Delba Puello	Bilingual Teacher	Spanish/ English
Lilian Lasanta	ESL Teacher	Spanish/ English
Andrea Decena	Parent coordinator	Spanish/English

If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results.

3. Annually, parents are notified of the students' NYSESLAT results. If students score below proficiency level a continued

entitlement letter is sent to parents/guardians. If students score at or above proficiency level a non entitlement letter is sent to parents/guardians. Copies of all entitlement and non-entitlement letters are kept in the student’s file, and in the school’s file.

4. Students who score below proficiency level in the LAB-R are entitled for Bilingual or ESL instructional programs. Students who score at or above proficiency level on the LAB-R are not entitled for bilingual or ESL programs. Copies of all entitlement and non-entitlement letter are kept in the student’s file, and in a ring binder in the ELLs date specialist office, pedagogue Giulliano Quesada

5. Reviewing the program selection forms for the past year, we found out that one hundred fifty five (155) parents selected an ESL program, followed by one hundred twenty five (125) parents who selected a bilingual program. To pursue with the parents demand, we are providing both programs. Currently, we offer Transitional Bilingual Program from K through 6 grades, one class for each grade. Two freestanding departmentalized ESL classes, grades 7<sup>th</sup> and 8<sup>th</sup>, and push-in and pull-out ESL services for students that parents have opt-out the Bilingual Program, but we do not have the number of students required to constitute a class.

6. To comply with the parents demand, we are providing both TBE/ESL programs. Parents are provided during orientation with the Parent Selection Form and enage in a discussion with an ELL pedagogue to inform them of the programs in order to make an informed decision. We subsequently, input their choice on the ELPC screen on ATS.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	315	Newcomers (ELLs receiving service 0-3 years)	225	Special Education	49
SIFE	56	ELLs receiving service 4-6 years	68	Long-Term (completed 6 years)	22

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	134	15	16	33	10	9	2			169
Dual Language										0
ESL	91	5	10	35	21	10	20	5	4	146
Total	225	20	26	68	31	19	22	5	4	315

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	25	26	23	21	24	26							169
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>23</b>	<b>21</b>	<b>24</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>169</b>

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

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

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

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

**This Section for Dual Language Programs Only**

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

**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		8	13	10	13	13	13	32	28					130
Chinese														0
Russian														0
Bengali					1	2	1	1	1					6
Urdu														0
Arabic														0
Haitian														0
French						1	1							2
Korean														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other			2	1		2	1		2					8
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>11</b>	<b>14</b>	<b>18</b>	<b>16</b>	<b>33</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### A. ELL Programs

PS/MS 279 is a kindergarten to eighth grade school that houses one kindergarten, one first grade, one second grade, one third grade, one fourth grade, one fifth grade and one sixth grade transitional bilingual (Spanish) class, a freestanding departmentalized ESL seventh grade and eighth grade, and a push-in ESL program.

#### B. ELLs years of Service and Programs

There is a total of 315 English Language Learners. They are classified as follow: Newcomers (ELLs receiving service 0-3 years 225; ELLs receiving service 4-6 years 68; long term completed 6 years 22; Special Education 49, and SIFE 56.

Number of ELLs receiving service from 0 to 3 years in a Transitional Bilingual Class are 134, SIFE 9, Special Education 0. Number of ELLs receiving service from 0 to 3 years in an ESL Class are 95, SIFE 0, Special Education 8.

## A. Programming and Scheduling Information

Number of ELLs receiving service from 4 to 6 years in a Transitional Bilingual Class are 30, SIFE 0, Special Education 0. Number of ELLs receiving service from 4 to 6 years in an ESL Class are 56, SIFE 12, Special Education 8.

Long Term ELLs that have completed 6 years or more in a Bilingual Class are 0, SIFE 0, Special Education 2. Long Term ELLs that have completed 6 years or more in a ESL Class are 19, SIFE 0, Special Education 2.

### C. Home Language Breakdown and ELL Programs

The numbers of ELL students by grade in a Transitional Spanish Bilingual Program are as follow: grade k-28, grade 1-25, grade 2-27, grade 3-24, grade 4-28, grade 5-29.

The numbers of ELL students by grade in each language group in an ESL Program are as follow:

Spanish grade K-3, grade 1-14, grade 2-14, grade 3-7, grade 4-8, grade 5-6, grade 6-35, grade 7-23, grade 8-18.

Bengali grade k-0, grade 1-0, grade 2-0, grade 3-1, grade 4-1, grade 5-3, grade 6-0, grade 7-1, grade 8-2.

Other Language grade K-0, grade 1-2, grade 2-3, grade 3-0, grade 4-3, grade 5-2, grade 6-0, grade 7-2, grade 8-1.

1. Our ELLs' programs include a self contained transitional bilingual (Spanish) class in grades K to 6, a freestanding ESL self-contained seven grade, a freestanding ESL self-contained, and a pull-out/push-in ESL program. In our Pull-out model, which are generally the beginning level students, we assure that the mandated number of instructional unit is provided according to the proficiency level, teachers will include short-long term goals and lessons planning to develop and support the instructional needs of the beginner, intermediate, and advanced students. We will ensure that the ESL units of instruction are aligned to the mandated units required for the CR Part 154 Regulations. Self contained classes are blocks of mixed proficiency levels. Push-in/Pull-out model are grouped by levels.

2. The students receive the required amount of NL, ESL and ELA everyday. All bilingual classes receive Spanish instruction, English as a second language and/or English Language Arts according to the language level.

Level / All Programs	B	I	A
ESL	360 minutes per week	360 minutes per week	180 minutes per week
ELA	-	-	180 minutes per week
TBE Programs			
Native Language Art	90 minutes daily	90 minutes daily	45 minutes daily

3. Content Area instruction in both instructional Programs is aligned to citywide comprehensive core curriculum. Content Area instruction in the Bilingual Program is taught in the native language and in English. The amount of time for each language will depend on a profile of student language proficiencies in both languages. Content Area instruction in a Freestanding ESL Education Program is taught using ESL methodologies. The ESL based content area instruction helps to develop English Language skills and to comprehend what is being taught.

4.

To ensure that ELLs are appropriately evaluated in their native language, we identify the native language through analysis of the Home Language Survey and subsequently provide native language scaffolding support through intervention in the form of letter/sound recognition in English and their native language, as well as encourage students to use their native language as support to determine word composition and meaning. Upon arrival to class, all ELLs are instructed to write a baseline of their chosen topic, typically a narrative detailing an event in the native language to determine proficiency in their native language. In the case that we do not have a pedagogue

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
<ul style="list-style-type: none"> <li>Plan for ELL students with less than three (3) years</li> </ul> <p>Primarily, provide the students with literacy skills and content knowledge in the native language while learning the second language, English. Create a supporting environment with multiple opportunities for growth and become ready for a transition to an only English setting. Students will participate in small group in</p>				
	Dual Language			
<ul style="list-style-type: none"> <li>Plan for ELL students with more than six (6) years</li> </ul> <p>To meet the students language and academic gap, using the NYSESLAT data analysis in listening, speaking, reading and writing, we will create individualized plans in order to select and use appropriate materials. We will integrate language development across the curriculum. We will select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. We will incorporate the Bloom's Taxonomy into lesson plans and tests, emphasizing higher level thinking. We will offer Tutoring Program for additional support.</p>				
	Freestanding ESL			
<ul style="list-style-type: none"> <li>Plan for ELL students identified as having</li> </ul>				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				
along with the Literacy Balanced Approach.				

## 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

Plan for ELA, Math and other content area

In ELA, we provide a curriculum that addresses the needs for our ELL students through collaborative learning techniques. In reading workshop there will be a strong emphasis on strengthening reading comprehension skills and increasing vocabulary. Emphasis will also be placed on developing critical thinking skills. In writing workshop students will practice all aspects of writing including assessment writing. In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly, for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively.

In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. We make data-driven decisions for whole group, small group or one-to-one instruction. All interventions will be conducted in the language the students comprehend better.

9

Plan for transitional support for students reaching proficiency on the NYSESLAT-

With parental consent, we will provide an additional year of ESL instruction that is student centered and create independent learners and thinkers. We also use authentic and formal assessment for data analysis to guide instructional needs. Transitional support for former ELL students will also include tutoring, additional ESL instruction, if needed, and cultural awareness activities, and provide test

**A Programming and Scheduling Information**

**B. Programming and Scheduling Information--Continued**

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10

- For grades k-2 the school is launching Expediting Comprehension for English Language Learners (ExC-ELL); Ex-C-ELL is a research-based professional development program developed by Dr. Margarita Calderon from The Center for Applied Linguistics in Washington D.C. This program is a systematic approach to teach vocabulary, reading comprehension and written respond to literature. Moreover, we launching Estrellita, an accelerated beginning reading program that utilizes a proven, systematic, accelerated approach to teaching phonic and syllables.

11.

N/A

12

- School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students. Particularly for ELL students, we offer Title III after school/Saturday tutor programs in the subject and language of the students' needs. We have two extracurricular programs running after school: FUSE is a program that offers students a science-based curriculum to support instruction and improve academic achievement in science on grades 1 to 8. LEAP is an art program that offers theater, music, dance, painting, creative writing and other creative activities. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. There is a large percent of ELLs participation.

13.

- Instructional materials used for ELL students are quality standards-based aligned to citywide core curriculum. In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In math we use Math Envision and Math Investigation in both languages. In technology, all students in the school, including bilingual/ESL students, have access to the current technology project.

## 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.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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17. What language electives are offered to ELLs?

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14.

## Courses Taught in Languages Other than English

### 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)?

Math:	SPANISH		Math	English
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### 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.

A series of workshops will be conducted for monolingual, bilingual/ESL teachers, and paraprofessionals. Professional development will emphasize on literacy, mathematics, planning aligned to ESL, ELA and NL standards. Participants will be introduced to ESL methodologies and successful instructional strategies. Teachers are supported by modeling lessons, coaching, and team teaching, and by establishing continuous meetings for ELL teachers, and Inter-visitation opportunities. Moreover, teachers of ELLs will be provided with PD opportunities to understanding the Common Core Learning Standards as well as continue to develop their understanding of the domains of Charlotte Danielson's framework for teaching. Teachers of ELLs will engage weekly in Inquiry meetings to discuss, analyze and formulate targeted intervention on ELL performance in an effort to enhance students' Reading, Writing, Listening and Speaking proficiency in English.

### 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. Parental involvement takes place through the Parent Coordinator, The Parent-Teacher Association (it offers parents and teachers an opportunity to share ideas and work collaboratively). Monthly Open-Family forum. The School Leadership Teams (parents, teachers, and administration work together on School Leadership Teams to make important decisions about our schools). Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Also, Saturday classes are offered to parents of ELL students. Translation is provided at each meeting.

2. The school partner with different Community Based Organizations which are providing different services to our parents. Example: workshops, family counseling services, parenting skills, improving communication, etc. Agency: Committee For Hispanic Childre and Families offers workshops for Citizenship. Agency: Literacy INC. offers workshops for Literacy at Home. Agency: AFC "Adolecent and Family Comprehensive Services INC. offers workshops about Sex and Abstinence. Agency: Cornel University offers workshops about Nutrition and Health Habits. Agency: American Red Cross offers workshops about Living in New York. Agency: Dominican Sisters offers workshops about Transmitted Disease. Translation is provided at each meeting.

3. We evaluate the needs of parents through SLT Surveys, data from School Environment Survey, Parent Teacher Association meetings etc. Translation servicies are provided by bilingual staff and using the Translation & Interpretation Unit.

4. Providing Parent Orientation workshop for ELLs; this workshop inform parents about the different programs for ELLs. By translation of important documents or information sent to parents such as the Home Language Survey, the Emergency Cards, and all letters and notices. Providing information about services that will be offered to ELL students.

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual 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

Plan for ELA, Math and other content area

In ELA, we provide a curriculum that addresses the needs for our ELL students through collaborative learning techniques. In reading workshop there will be a strong emphasis on strengthening reading comprehension skills and increasing vocabulary. Emphasis will also be placed on developing critical thinking skills. In writing workshop students will practice all aspects of writing including assessment writing. In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly, for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively.

In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. We make data-driven decisions for whole group, small group or one-to-one instruction. All interventions will be conducted in the language the students comprehend better.

9

- Plan for transitional support for students reaching proficiency on the NYSESLAT-

With parental consent, we will provide an additional year of ESL instruction that is student centered and create independent learners and thinkers. We also use authentic and formal assessment for data analysis to guide instructional needs. Transitional support for former ELL students will also include tutoring, additional ESL instruction, if needed, and cultural awareness activities, and provide test accommodation- extended time- when taking ELA test.

10

- For grades k-2 the school is launching Expediting Comprehension for English Language Learners (ExC-ELL); Ex-C-ELL is a research- based professional development program developed by Dr. Malgarita Calderon from The Center for Applied Linguistics in Washington D.C. This program is a systematic approach to teach vocabulary, reading comprehension and written respond to literature. Moreover, we launching Estrellita, an accelerated beginning reading program that utilizes a proven, systematic, accelerated approach to teaching phonic and syllables.

11.

N/A

12

- School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students. Particularly for ELL students, we offer Title III after school/Saturday tutor programs in the subject and language of the students' needs. We have two extracurricular programs running after school: FUSE is a program that offers students a science-based curriculum to support instruction and improve academic achievement in science on grades 1 to 8. LEAP is an art program that offers theater, music, dance, painting, creative writing and other creative activities. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. There is a large percent of ELLs participation.

13.

- Instructional materials used for ELL students are quality standards-based aligned to citywide core curriculum. In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In math we use Math Envision and Math Investigation in both languages. In technology, all students in the school, including bilingual/ESL students, have access

## B. Programming and Scheduling Information--Continued

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### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		16	5	1	9	5	8	2	10					56
Intermediate(I)		8	15	14	7	9	9	7	9					78
Advanced (A)		5	16	15	14	13	21	21	8					113
Total	0	29	36	30	30	27	38	30	27	0	0	0	0	247

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>		2	1	0	4	3	1	0	2				
	<b>I</b>		12	0	0	2	3	6	3	8				
	<b>A</b>		10	25	17	15	7	18	14	5				
	<b>P</b>		5	9	12	8	13	9	17	12				
READING/ WRITING	<b>B</b>		14	5	1	8	5	8	2	9				
	<b>I</b>		9	14	14	8	9	8	7	10				
	<b>A</b>		2	11	14	13	13	15	19	8				
	<b>P</b>		4	5	1	0	0	3	2	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	16	5	0	33
4	8	25	5		38
5	17	12	1	0	30
6	12	11	1	0	24
7	12	7	1	0	20
8	12	15	0	0	27
NYSAA Bilingual Spe Ed	0				0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25	0	36	0	36	0	16	0	113
4	18	5	56	2	35	1	10	0	127
5	8	2	53	3	27	0	2	0	95
6	22	5	56	2	18	1	2	0	106
7	15	2	50	2	42	0	17	0	128
8	12	4	54	0	51	0	14	0	135
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	2	2	5	4	10	1	2	0	26
8	5	4	20	0	3	0	0	0	32
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	27	8	13	1				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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. For reading we use Rigby and Fountas and Pinnell reading assessment. We also use ECLAS-2 and El Sol. These assessment tools help school to plan the language and literacy curriculum. The result of these assessments help teacher to know where the students are-what level-

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>CAPTAIN MANUEL RIVERA</u></b>		<b>School DBN: <u>10X279</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JAMES WASLAWSKI	Principal		11/4/11
JEAN DALTON	Assistant Principal		11/4/11
ANDREA DECENA	Parent Coordinator		11/4/11
EILEEN HORAN	ESL Teacher		11/4/11
MAGDALENA FLORES	Parent		11/4/11
MARILYN VALLE	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		
DELBA PUELLO	Coach		11/4/11
ROSA LOFGREN	Coach		11/4/11
JUDY GALARZA	Guidance Counselor		11/4/11
MARIA QUAIL	Network Leader		
GIULLIANO QUESADA	Other <u>COORDINATOR</u>		11/4/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10X279      **School Name:** The Captain Manuel River Jr. School

**Cluster:** 1      **Network:** 109

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

**Part A: Needs Assessment Findings**

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

PS/MS 279's alternate language population consists of 75.3% Hispanic and 6.4% Asian or other. All written communication distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences. Various staff members and some students provide translation for smaller language groups - French, Wolof, Ffulde, etc.

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.

At PTA general meetings the policy of distributing material in two languages was discussed. We have determined from our experiences at parent open school nights that we would have need of Bengali translation services if they were ever available. We have hired two paraprofessionals that speak Bengali and use them for many translation situations. Currently we have staff members for translation in Spanish, Bengali and French.

## Part B: Strategies and Activities

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

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and, as needed, in Bengali. Special documents are translated as needed by individual family need by school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages (Spanish and English) was discussed. We have determined from our experiences at the principal's open family forum that we need to notify in writing our Bengali families well in advance if we are to have their meaningful participation in our school and community meetings

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.

At PTA and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, and occasionally provided by our bilingual guidance counselor. A staff member fluent in Bengali is available and has provided translations at various meetings for our Bengali population. The principal and foreign language teacher provide translation in French for our West African families.

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>.

As above, home language is determined upon a student's entrance to our school, and that data updated based on the home language survey. All material is distributed in English and Spanish, and interpretations of that material created by the school is presented to families speaking languages other than English and Spanish at home. Upon approval, our school will request translation of our CEP into Bengali and French by the translation and Interpretation Unit.

## 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: <a href="#">The Captain Manuel Rivera Scho</a>	DBN: <a href="#">10X279</a>
Cluster Leader: <a href="#">109</a>	Network Leader: <a href="#">Maria Quail</a>
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">90</a>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <a href="#">8</a>
# of certified ESL/Bilingual teachers: <a href="#">6</a>
# of content area teachers: <a href="#">2</a>

## 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: PS/MS 279 provides students with a Transitional Bilingual Program, a Freestanding ESL Program, and ESL Pull-out/Push-in Program. PS/MS 279 will use Title III funds to improve English language proficiency, support native language development, and to advance math learning to a high performance. We will have small groups, and one to one instruction as needed using a variety of materials and techniques. We will provide explicit, intensive and focused instruction. Materials and activities may include picture files, graphic organizers, charts, flash cards, games and songs, listening centers, classroom library, dictionary thesaurus for ELLs, math manipulative, System 44 software from Scholastic and Help Math software to enhance the literacy and math proficiency of students. . We will service 90 students from grades 3 to 8. The language of instruction will be in English with native language support as needed. The selection of the program is according to the students needs (students functioning below grade level, students with interrupted formal education, students that are not exempt from English Language Arts test. The following programs are offered to identified ELLs in need of further academic and language support.

SIFE: Students will engage two days a week: Tuesday and Wednesday, for a duration of two hours afterschool and accelerate their phonics skills in English by enhancing their understanding of the forty-four letter sounds in English by receiving explicit phonics instruction by a certified bilingual teacher as well as engage in System 44 software program in the computer lab which is specific to developing phonics skills.

Lowest Third: ELLs in the lowest third rating, in grades 3 to 8, for ELA and Math will receive instruction two days a week: Tuesday and Wednesday, for a duration of two hours afterschool in an effort to enhance their reading fluency and comprehension as well as their understanding of number sense and operations, geometry and algebraic skills. Seven teachers will engage students in such learning using guided reading strategies to enhance literacy using leveled books and set learning benchmarks per students to better his/her reading level per Fountas and Pinnell reading leveling system. Such teachers will also engage students in understanding mathematical terms and concepts using Envision math texts, workbooks and manipulatives with support from the Help Math program, which is a web based program that is tailored to enhancing the understanding of vocabulary and concepts in Math. Four of the teachers are Bilingually certified and one is TESOL certified while the other two are content certified in Mathematics. Such two teachers are assistant to the TESOL certified teacher and provide expertise with the concepts in Math.

## 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

### Part C: Professional Development

- name of provider

Begin description here: PS/MS 279 will provide afterschool sessions that focus on bringing all ELL teachers together to form book clubs around pedagogical literature. The goal of formation of such clubs is to provide teachers with the opportunity to learn of methods of practice and work together to turn theory into practice. Such trade books that teachers will read are Thinking Through Genre by Heather Lattimer and Scaffolding ELL instruction by Jane Echevarria. Such trade books will focus on the following areas: Providing teachers with methods for scaffolding instruction, Demonstrating effective lesson planning techniques that provide for adequate pacing of reading and writing workshop for ELLs, providing genre specific strategies to enhance reading and writing skills. Teachers will meet for two hours, twice a month, for a duration of five months. Moreover, teachers will turnkey such acquired learning to their colleagues during monthly professional development meetings. A series of workshops will be conducted for bilingual/ESL teachers and literacy coaches with emphasis on: Scaffolding strategies to facilitate the linguistic transition of ELLs.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs will be offered afterschool opportunities to engage in meetings to discuss and learn about New York State Assessments, e.g., ELA, Math and NYSESLAT and how to support their child's English acquisition. The goal of such meetings will be to provide parents with an enhanced understanding of test formats, time and overall academic demands on their child that the test will elicit. Meetings will take place every other month beginning in October, last approximately one hour and facilitated by Mr. Quesada, Bilingual Coordinator, and parental communication to provide awareness for such meetings will be in the form of letters sent home to parents with their children as well as via phone by Parent Coordinator: Andrea Decena. Moreover, parents will also be provided on information regarding the tools and strategies that may be used at home to help their child with his/her acquisition of English. For example, parental awareness on the Rosetta Stone English building program as well as Help Math (Math learning program), which the school has purchased such web-based programs to assist student understanding of English and its application in the form of speaking, reading, writing and listening tasks as well as for their understanding of Mathematical concepts and vocabulary. Such programs are available to children twenty-four hours, seven-days a week and parental awareness will be communicated during such before mentioned meetings.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		