



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LEADERSHIP AND COMMUNITY SERVICE ACADEMY – CIS 303

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X303

PRINCIPAL: PATRICIA BENTLEY EMAIL: PBENTLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia Bentley	Principal	
Stephanie Carlson	UFT Chapter Leader	
Maria LaBoy	PA/PTA President	
Josephine Barreto	DC 37 Representative	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Courtney Bradshaw	Member/Teacher	
Maria Quiles	Member/Parent	
Ivette Rodriguez	Member/Parent	
Elizabeth Baez	Member/Parent	
Maribel Ashley	Member/Parent	
Deborah Steele	Member/Parent	
Carolyn Ambrose	Member/Teacher Assistant	
Samantha Cato	Member/Teacher	
Megan Kennelly	Member/Teacher	

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

- Increase the number of students on or above grade level in the ELA State Exam by 5-10%

Comprehensive needs assessment

- The school did not meet AYP in the area of ELA. Only 21% scored on or above standard in ELA. Of our Black/African American subgroup only 15 % scored on or above grade level. Another significant area of need in our student population is our LEP population. Only 3% of this sub group scored on or above grade level. Of our students with disabilities not one student scored on or above grade level.
- Data collected from the Core Phonics Assessment has indicated that is also a significant number of students who are missing foundational phonics knowledge.
- Reading Tracker data (Fountas and Pinnell) shows that a majority of students need considerable improvement in the area of comprehension and vocabulary development.

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:
 - All students will receive small group guided reading instruction on a regular basis .(Oct – June)
 - Students with Phonics needs will receive Wilson explicit phonics instruction in small pull out groups .(November – May)
 - A school-wide focus on strategies to develop comprehension of informational text will be implemented by teachers in all subject areas .(October – June)
 - Professional Development for all teachers in reading strategies for comprehending informational texts (October - June)
 - Monitored whole school independent silent reading will take place on a daily basis. (Oct – June)
 - School base, mid and end line writing assessments are structured around reading and informational text and writing an argument.(Sept. Feb. May)
 - Rigorous performance tasks will be embedded in CCSS aligned units of study .(Winter)
 - Student work will be viewed by teachers and instructional decisions made on the basis of this evidence.(Oct- June)
 - 100% of teachers will receive professional development in strategies for ELL Students for
 - 100% of teacher will receive professional development in the area of literacy strategies for comprehending informational texts.
 - Social studies and science teachers will administer the Fountas and Pinnell benchmark reading assessments. (Sept. Feb. May)

Teacher teams have discussed the reading data and have welcomed and supported the decision to have a school-wide focus on reading strategies. AUSSIE consultant will work with all staff members and subject area teams to implement strategies in every classroom.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

The PIP template is provided on pages 15 through 17 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified

Service and program coordination

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Professional Development...training rate
 - AUSSIE Consultant
 - AIS Intervention...Breakfast Programs, After-School Programs, Saturday Programs
 - Supplies...Fountas and Pinnell benchmark reading assessment kits, SRA kits, Textiles, High Interest/Low Level Library books

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

90% of teachers will achieve effectiveness and/or improve their effectiveness in one or more domains based on Danielson's Teacher Effectiveness Rubric.

Comprehensive needs assessment

- The point of delivery of education is the classroom. The effectiveness of the teachers is a critical indicator of student success. Currently our teachers do not have explicit goals or standards to aspire to. There have been no clear cut criteria for determining areas of growth for teachers. As a result most professional development has been whole group. There is a need to be more intentional and needs directed with our staff in order to enable them to focus o building their skill level. In this way we will develop teacher effectiveness in the areas of managing student behavior, using assessment in instruction, engaging students in learning, and using questioning and discussion.

Instructional strategies/activities

- All teachers will receive written feedback a minimum of eight times during the year. (Sept- June)
- Principal's cabinet will review teacher feedback monthly. (monthly)
- The principal's cabinet schedule has been reworked to include a regular meeting to collaboratively view teacher practice on video and review written observations. (Monthly)
- Five school priorities for instruction have been determined [Managing student behavior, Using questioning and discussion, Engaging students in learning, Using assessment in instruction and Teach Like a Champion technique implementation].
- A new 'informal observation recording sheet has been created for administrators based on the work of C. Danielson.
- A new formal observation recording sheet and process has been adopted based on the work of C. Danielson.
- Peer observation process involves two observations per year for every teacher. (Jan. April)
- Provide targeted support and professional development to support struggling teachers.(Sept- June)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

The PIP template is provided on pages 15 through 17 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.

Service and program coordination

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

Budget and resources alignment

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

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

There will be a 5-10 % increase in the number of Level 3 and 4 students in the area of Mathematics.

Comprehensive needs assessment

- Only 30% of our students scored on grade level or above in the last state math test. One group requiring special attention is our group of students with disabilities. Of these students only 2% were on or above grade level. Observation of classroom showed that many students who were below grade needed ongoing practice of procedures and problems at this lower level to scaffold date in moving onward. A school wide tool to enable individualized work was necessary.

Instructional strategies/activities

- 100% of math teachers will receive professional development in strategies for teaching reading comprehension of mathematical texts and problems.
- Use of the Accelerated Math school wide program will allow for individualized learning and practice.
- Small group math intervention will take place with targeted students.
- The math team will create a weekly “Scholars’ Challenge” based around problem solving. (Oct- June)
- Each grade level math team will create a selection of challenging mathematical tasks which will require students to engage in high level mathematical thinking. Students will be required to solve the problem and articulate their thinking in writing. On a regular basis students will present their work orally to the class and field questions and comments about their presentation.
- Teachers will share and evaluate student work through videoing student presentations.(Monthly)
- At least one rigorous math performance task embedded in CCSS aligned curriculum unit will be developed this year. (winter)

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

The PIP template is provided on pages 15 through 17 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

- Professional Development...training rate
- AUSSIE Consultant
- AIS Intervention...Breakfast Programs, After-School Programs, Saturday Programs
- Supplies...Brainetics, Accelerated Math Software, Accelerated Math Scanners

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

100% teachers will view and discuss student work at least twice per month using formal student work study protocols, reflecting on the alignment of the work with Common Core State Standards and produce rigorous units of study.

Comprehensive needs assessment

Research suggests that teachers viewing and reflecting on students work is a successful way to develop teacher practice. It is a means for focusing teachers on assessments tasks and their connection to standards. In this way we can build more responsive, standards aligned instruction. In light of our students' performance, the need to bolster rigor in instruction is very evident.

Instructional strategies/activities

- Teacher teams will meet weekly to engage in collaborative evaluation of student work and development of standards based assessments.(Oct – June)
- Administrative review of assessment tasks will be part of the ongoing process.
- Professional development in Common Core “shifts”. (as per NYSED Engage New York Video series) .(Jan – June)
- Regular subject team planning meetings and administrative review of planning. (weekly)
- Formal student work protocols will be used.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

The PIP template is provided on pages 15 through 17 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

- Professional Development...training rate
- AUSSIE Consultant

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	40	23	10	N/A	N/A	20	N/A
7	32	22	15	20	N/A	N/A	17	N/A
8	48	35	22	15	N/A	N/A	17	N/A
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Wilson – group, one on one, before school (Breakfast Club) and during the day Rewards Phonics Program – push-in groups and pull out and during the day Phonics Program and Leap Frog – one on one, small group, before school and during the day Writing Institute – push-in one on one, small group, during the day and after school Oracy Program – one on one, groups pull out, during day and after school Guided Reading – push-in groups, during the day and after school] Small group writing conferences Homework Help Lunchtime Tutoring</p>
Mathematics	<p>Math Breakfast club – before school Accelerated Math Program Homework Help Lunchtime Tutoring</p>
Science	<p>Science Olympiad – after school and Saturday Homework Help – after school and during lunch Guided Reading – push-in groups, during the day and after school Writing Institute – push-in one on one, small group, during the day and after school Homework Help Lunchtime Tutoring</p>
Social Studies	<p>Guided Reading – push-in groups, during the day and after school using science texts Homework Help – after school and during lunch Writing Institute – push-in one on one during the day and after school Homework Help Lunchtime Tutoring</p>
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<p>Individual/group sessions with students who have been identified. Meets with teams each Wednesday to discuss who students are managing in class and how students are progressing with their goals. Meets with Parent Coordinator and Administration regarding progress of identified students.</p>

	NYU & Columbia University Social Worker Interns
At-risk Health-related Services	

SCHOOL-PARENT COMPACT

The Leadership and Community Service Academy – CIS 303 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

The Leadership and Community Service Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - **Ongoing Learners**
 - Once a month all teachers of the same subject will meet to reflect, share, and develop curriculum.
 - Students will be responsible for presenting twice per year on a topic about which they are passionate during advisory.
 - **Nurturing Community**
 - The seventh grade will pilot the implementation of the Resolving Conflicts Creatively Program.
 - There will be one presentation or assembly per marking period addressing the social needs of students.
 - **Value of Achievement**
 - There will be a ceremony once per marking period that recognizes students for both academic and non-academic achievement.
 - There will be a National Junior Honor Society with an inducted group of students from all grade levels.
 - **Self-Development**
 - There will be at least one peer observation per teacher with feedback per marking period.
 - There will be at least three trips per semester that cover a wide variety of academic and non-academic activities.
 - **Willingness to do one's best**
 - There will be progress reports given out to every student on the first school day of each month.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 17, 2011 from 1:00 to 3:00 and 5:30 to 8:00

February 28, 2012 from 1:00 to 3:00 and 5:30 to 8:00

3. Provide parents with frequent reports on their children's progress specifically, the school will provide reports as follows:

On the first Wednesday of every month, parents receive a written progress report. Parents also have the ability to log onto a website called TeacherEase to check their child's progress. The information includes attendance, test, quizzes, missing homework and behavioral logs.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Every Wednesday student conversations occur on each grade team. Parents have the ability to request a meeting during this time. In addition we have an open door policy. Parents are welcomed to come anytime and meet with any staff member regarding their child.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents have the ability to participate in their child's daily activities. All they have to do is ask.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Check student's planner daily.

View TeacherEase on a regular basis

Monitor attendance.

Review homework.

Monitor the amount of television their children watch.

Volunteer in the school.

Participate, as appropriate, in decisions relating to my children's education.

Promote positive use of my child's extracurricular time.

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and respond, as appropriate

Make spontaneous visit to the school

Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

C.I.S 303 School-Wide Regulations

1. There will be **silent passing** in the halls. This will be observed by both students and staff.
2. No students are to be **in the hallway without a pass** for any reason. If your class does not have a pass – students are not to leave.
3. Students will **line-up in their classrooms** and will not enter the hallway until the full class is ready to exit. Teachers will not have students stand in the hallway unsupervised for line-up or any other reason.
4. **Dress-code will be strictly observed.** The dress-code is a white collared shirt (MUST have a regular collar like on a polo or oxford shirt) and blue pants/skirt (should fit properly and students will need to wear a belt if the pants are loose-fitting – dockers or dickies). The following procedures will be adhered to:
 - No colored shirts may be worn under white collared shirts
 - No jeans may be worn under academy uniform pants
 - No hoodies of any kind
 - Hoodies are to be placed in the closet first thing in the morning. If a hoodie is taken it will be returned in June
 - Only solid blue, black or white *sweaters* will be allowed
 - Gentlemen are to have their shirts tucked at all times
 - No Make-up
 - No large hoop earrings
 - Skirts not higher than 3" above the knee
5. Students will be sent upstairs beginning at 8:42 – **Advisory begins at 8:45.** Students will be marked late if they arrive to class after 9:00.
6. **Chairs** will be put **up** and **floors** will be **cleaned** in every room at the end of every day.
7. Students are to come to the **cafeteria quietly.** They are to sit at their table with their class and wait quietly to be called onto line.

8. Students are to **leave their tables trash-free**. Teachers are to check to see that their class has removed all trash before they walk them upstairs.
9. There are to be **no cell phones**, if they are seen they will be confiscated.
10. There are to be **no electronic devices** (CD players, gameboys, etc...) of any kind out or in-use during class time. No teacher is to give permission for any student to use an electronic device at any time other than lunch.
11. The **only** drink the students are allowed to bring to school is bottled water.

The Leadership and Community Service Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X303 **School Name:** The Leadership and Community Service Academy

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

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

Category: Basic Focused Comprehensive

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

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

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

Our analysis of the state and school based data has indicated that our students struggle significantly with reading comprehension when reading informational texts and/or complex texts. Students gain only a superficial understanding of texts read. This inability to successfully understand texts is further exacerbated by minimal vocabulary, of both tier two and tier three words (as per CCSS). Many students also having minimal background knowledge which further compound their comprehension problems. This comprehension difficulty also affects their ability to produce text based answers, and as a consequence their writing is adversely affected. A small core of students also lack foundations decoding skills. Our students with disabilities, our LEP students and also our general education students all failed to make adequate progress in the last 12 months testing cycle.

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

The adoption of the Common Core State Standards will directly address these issues in a number of ways. All teachers, in all subject areas, will receive training in developing reading, writing, speaking and listening skills in middle school students. They will collaboratively look at student work and assess its alignment with the common core. Collaborative discussion across the curriculum will lead to a more uniform approach to reading strategies and writing processes, with students having robust literacy experience in all subjects. Teachers will be using the same language and terminology as well as common writing structures and scaffold to ensure a seamless consistent approach to reading and writing instruction. They will be trained to write rigorous standards based curriculum and to differentiate student learning. Teachers will also receive explicit training in reading comprehension strategies for complex texts. Academic intervention services will be targeted to address reading comprehension strategies and decoding skills. Rigorous units of study following the research based Understanding by Design process will include targeted vocabulary instruction, explicit CCSS based objectives and embedded reading and writing performance tasks. Teachers will also develop skills in including specific considerations within a unit of study to ensure success of both LEP students and students with disabilities.

Part B: For Title I SINI Schools Only

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

identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10 % of Title One funds will be spent on employing an AUSSIE consultant to provide high quality, coordinated professional development focusing on reading comprehension, vocabulary development and unit design. The consultant will work closely with the Administrative Team to ensure coordination across grade levels and subjects. In a variety of settings (grade teams, subject teams whole school), teachers in all subject areas will be provided with layered, differentiated training. It will include defined protocols for viewing student work and clear expectations for unit planning. Teachers will use video to film teaching practice and self, peer and administrative review will strengthen teacher practice in the classroom.

Title one funding will also be used to support after hours training activities in the form of training rate payments.

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

As stated in question 1, all teachers and Para Professionals will receive high quality professional development which will be provided by an AUSSIE consultant as well as a F-Status Mentor which will take place after-school, retreats as well as Saturday Institutes.

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.

We will notify parents using the sample letter provided by the DOE. The letter will be translated in Spanish. An informational meeting will be held in January for parents who need further clarity and we will find a translator who can translate the information in a manner in which parents can understand.

**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 Robert Cohen	District 09	Borough Bronx	School Number 303
School Name Leadership and Community Service Academy			

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

Principal Patricia Bentley	Assistant Principal Monica Brady
Coach Rosalind Cooper	Coach Stephanie Lippman
ESL Teacher Megan Kennelly	Guidance Counselor Yvonne Cathcart-Butler
Teacher/Subject Area Danielle Lerro/ELA	Parent
Teacher/Subject Area	Parent Coordinator Jacqueline Gonzalez
Related Service Provider Bethany Drybla	Other
Network Leader Robert Cohen	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	342	Total Number of ELLs	57	ELLs as share of total student population (%)	16.67%
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Part II: ELL Identification Process

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

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

1. ELLs are identified at CIS 303 using the New York State LEP Identification Process. When a student is newly enrolled, the Home Language Identification Survey is administered. The ESL teacher meets with new parents at enrollment to ensure that the HLIS is completed correctly. If the home language is English, the student is not identified as an ELL. If the home language is other than English, an informal interview is conducted in English and the Native Language. If the student is found to speak a language other than English, the LAB-R is administered by the ESL Teacher. The LAB-R is administered within ten days on enrollment. If a student is determined to be Spanish-dominant, the Spanish LAB-R is administered. Based on the LAB-R score, the student is identified as beginning, intermediate, advanced or proficient. Students that are determined to be ELLs receive the appropriate number of minutes (determined by level) and are evaluated annually using the NYSESLAT. Students are administered the NYSESLAT based on the RLAT ATS report that determines eligibility. Students are scheduled to take each modality on a different day. Make-up days are scheduled during the test period to ensure that all eligible students take each of the four components. Students will take the NYSESLAT annually until achieving Proficient in all areas. After they score Proficient they will receive two years of transitional services.

2 - 3. When new ELLs are admitted to CIS 303, the ESL teacher arranges a parent orientation with the parent in person or by phone. The form letter identifying a student as an ELL will also be distributed to the parent as soon as the LAB-R is administered and hand scored. The parent orientation meeting is attended by the parent, the ESL teacher, and a translator, who is also knowledgeable about the program choices for ELLs. During the meeting the parent will watch the parent orientation video provided by the NYC DOE and review the materials and brochures describing the program choices. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, he or she may take home the information to consider and return the selection form within the next week. If a new program becomes available, parents are informed that their student may enroll in that program if that is the program choice that was initially selected.

All parents are encouraged to attend the parent orientation meeting. Because of the small number of newly admitted ELLs we receive each year the return of selection forms is not usually a problem. If a parent does not return the form, the ESL teacher will reach out to the parent and continue to contact them until it is returned. Over the past three years parents of newly enrolled ELLs have chosen the ESL program. As a result our program model of ESL is aligned with parent requests.

4. If a student scores beginning, intermediate or advanced, the parent is informed of their entitlement. The program choices are explained to the parent or guardian and they have an opportunity to watch the video. Parents then select that program that they would like for their student. After they select the program, the ESL teacher explains the programs available at CIS 303 is freestanding ESL – both pull-out and push-in. The parent then decides if that program is what they would like for their student. If a new program becomes available, parents will be informed that the original selection has become available.

5. Over the past three years parents of newly enrolled ELLs have chosen the ESL push-in program. As a result our program model of ESL is aligned with parent selection.

6. Yes, the program model is aligned with parent selection.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	7
SIFE		ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	27

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9		1	21		1	27		5	57
Total	9	0	1	21	0	1	27	0	5	57

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	23	15					49
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	1					4
TOTAL	0	0	0	0	0	0	13	28	16	0	0	0	0	57

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. a. Based on data provided by tests of English language proficiency and the ELA and math exams for grades 6-8, the ESL program at CIS 303 groups students by their level of English language proficiency with consideration given to their grade level, background knowledge, and number of years in the country. These students are then serviced in classes by a certified ESL teacher. This teacher follows the push-in model of ESL instruction with supplemental pull-out groups as needed.

b. Through a combination of push-in/pull-out instruction, the ESL teacher supports student learning during Communication Arts (CA) by pushing into students' mainstream classroom, or pulling out small groups of students in homogenous groups to work on specific language-related skills and strategies. Students are grouped homogeneously by grade level. In this way, ESL instruction is streamlined with the learning that takes place in students' everyday classrooms, and ESL instruction meets both State-wide content-area standards and State-wide ESL standards for students' development in reading, writing, listening, and speaking English. This ESL program provides the mandated students with either 180 or 360 minutes per week of language learning, based upon their level.

2. CIS 303 has a freestanding ESL program. Students' minutes are delivered through collaborative co-teaching with a content area teacher and an ESL teacher delivering instruction together, or, through small group pull-out instruction. Students' ELA minutes are delivered by the ESL and ELA teachers.

3. All students at CIS 303 participate in a core curriculum that includes communication arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. Through the CA Literacy program, students participate in reading and writing workshops to build literacy skills through a combination of teachers' strategy modeling and group and individual practice. Every classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels. Mathematics, science and social studies curricula follow state-wide standards for all grade levels. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes. ELLs receive content area instruction in general education classes taught by certified content area teachers. The ESL teacher meets with all content area teachers to provide support for ELLs. Content area teachers use scaffolded instruction, leveled texts, technology and visual representation to make content comprehensible for ELLs. Additionally, classrooms are equipped with native language/English glossaries and students that need them receive printed instructions in their native language.

4. Native Language Arts programs are not currently offered at CIS 303. Students are assessed in their native language through NY state tests in their native language with the assistance of a native language translator.

5. ELL Subgroups

A. Programming and Scheduling Information

Newcomers: New LEP students are given instructional and peer support to aid in their integration into the mainstream classroom community. Newcomers receive one on one instruction as needed to develop language. They receive phonics instruction, have access to listening centers and other technology geared towards supporting emerging language. In addition, new LEP students are paired with a native English speaker to explain the routines of the day and promote their understanding of classroom procedures.

SIFE: Students that are determined to be SIFEs are assessed using baselines in all of the content areas to determine if there are areas of significant gaps. Determination of need is made on an individual basis. Students may require one on one tutoring, small group instruction and additional time to learn material that they missed while they were not following the NYS curriculum.

ELLs receiving 4-6 years: ELLs receiving four to six years of service receive their ESL minutes in small group conferencing. They are grouped based on need and learning objectives in speaking, listening, reading and writing. Data analysis of the NYSESLAT indicates that most ELLs with four to six years of services require more assistance with reading and writing. As a result the conference groups focus on reading and writing skills. Students receive direct instruction in phonics, reading comprehension, and writing conventions during their conferencing groups with the ESL teacher.

Long-Term ELLs: Long-Term ELLs are identified and provided services as needed. If a long-term ELL is found to have specific needs, they will receive the same services as ELLs. Students receive direct instruction in phonics, reading comprehension, and writing conventions based on individual learning objectives. If it appears that the reason LTEs are still identified as an ELL is because of difficulty testing proficient on the NYSESLAT and they are performing at or above grade level, they will not require intervention. They still receive differentiated instruction in all of their content area classes.

6. Instruction for ELL-SWDs is delivered using a number of strategies and materials that support their individual learning needs and language needs. The strategies that are used include giving directions in multiple ways. Visual instructions are displayed in several places and oral instructions are delivered multiple times. Additionally, students receive student-friendly copies of the lesson plans so that they can follow along and understand what will happen in each class. Sentence starters and prompts are used to provide scaffolding for both oral and written English, students participate in choral reading, and students take guided notes in class. The materials that are used to provide access to academic content and accelerate language development include listening centers. Toobaloos (a tool for students to listen to and evaluate their own reading and oral language), Radius (a self-guided electronic phonics program) and teacher-created on-line resources for use at school and at home.

7. At CIS 303 teachers of ELL-SWDs participate in all curriculum meetings along with general education and ELL teachers. Teachers of ELL-SWDs plan collaboratively with general education teachers. This ensures that all students are receiving the same standards-based instruction that is differentiated for their level and learning needs. ELL-SWDs receive the same content as their general education counterparts. ELL-SWDs are placed in the least restrictive environment per their IEPs. ELL-SWDs may be grouped with general education ELLs for small group instruction. They participate fully in morning and after school programs for ELLs, as well as any additional activities or programs offered to general education ELLs.

Courses Taught in Languages Other than English ⓘ

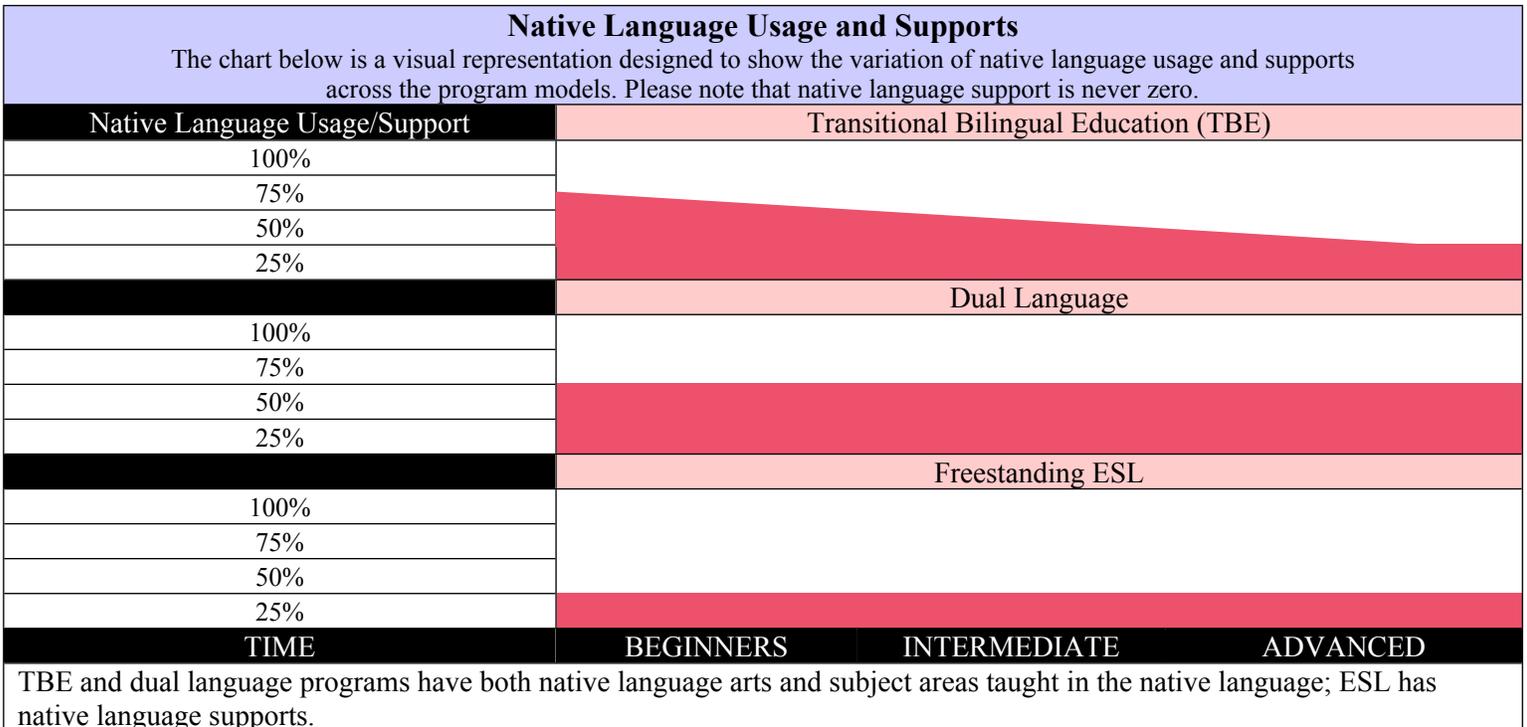
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

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. CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, T.I.A., and small group conferencing in all content area classes. These programs are used along with scaffolded instruction and specific skill-based instruction. ELLs are pulled into small conference groups by the content area teachers (Math, ELA, Science and Social Studies) during independent practice to receive additional support and intervention. Students at CIS 303 are offered academic intervention, resource room, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students. Interventions are offered in English. Students' native language is used to give written instructions as well as to build vocabulary. Students create their own native language/English glossaries by translating native language vocabulary into English in both pictures and writing.

The supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school programs will focus on language development and math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 4:00-5:30 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 4:00-5:30 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 4:00-5:30 pm

Starting in March, 2012, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 4:00-5:30 pm for seven weeks prior to the NYSESLAT exam in May, 2012. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises using the Getting Ready for the NYSESLAT and Beyond test preparation books (Attanasio & Associates) for grades 6-8.

Breakfast Club Wilson Reading Program for ELLs in grades 6-8: Tuesdays, Wednesdays and Thursdays, 7:30-8:30 am

CIS 303 will be holding a Breakfast Club three mornings a week from 7:30-8:30 to teach the Wilson Reading System. This program is for Intermediate and Advanced ELLs that need additional phonics work to increase their decoding, encoding and comprehension skills. Title III money will be used for one ESL teacher and one mainstream teacher both of whom are certified to teach the Wilson Reading System, Wilson Reading Materials and breakfast for the students.

9. Students who have scored Proficient (P) on the NYSESLAT receive two years of testing accommodations (time and a half).

Additionally, these students are monitored by the ESL teacher and their content area teachers. If it is determined that they need additional support they are invited to participate in programs designed to assist ELLs.

10. One new program that will target ELLs struggling in Math in the Morning Math Program. This program will meet twice a week before school to build basics and deliver math instruction in a smaller group. The ESL teacher will work with the math teachers to design the

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?
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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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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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8. CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, T.I.A., and small group conferencing in all content area classes. These programs are used along with scaffolded instruction and specific skill-based instruction. ELLs are pulled into small conference groups by the content area teachers (Math, ELA, Science and Social Studies) during independent practice to receive additional support and intervention. Students at CIS 303 are offered academic intervention, resource room, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students. Interventions are offered in English. Students' native language is used to give written instructions as well as to build vocabulary. Students create their own native language/English glossaries by translating native language vocabulary into English in both pictures and writing.

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After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 4:00-5:30 pm

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After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 4:00-5:30 pm

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9. Students who have scored Proficient (P) on the NYSESLAT receive two years of testing accommodations (time and a half).

Additionally, these students are monitored by the ESL teacher and their content area teachers. If it is determined that they need additional support they are invited to participate in programs designed to assist ELLs.

10. One new program that will target ELLs struggling in Math in the Morning Math Program. This program will meet twice a week before school to build basics and deliver math instruction in a smaller group. The ESL teacher will work with the math teachers to design the

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?

1-2. The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered "Partners" united in a common goal to see that our ELLs are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students' language development. Parents of ELLs are members of the School Leadership Team. Parents attend sessions on literacy, technology, and teen issues (ie. gangs and violence). Additionally, parents are invited to the school to attend class pot lucks, student performances, awards ceremonies, sporting events, and end-of-unit exhibits (publishing parties, class performances, book walks and project exhibitions).

Every month there are opportunities for parents to attend workshops. These workshops are designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students' parents a chance to ask questions about their children's work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Tentative topics for ESL parent workshops for the 2011-2012 school year include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don't speak English at home
- Curriculum explanations for ESL parents
- ELL homework help
- Technology

3 - 4. Parents are invited to complete surveys, attend SLT meetings and participate in the workshops listed above. Parents are asked to comment on school culture, communication from the school, and their students' academics. Based on this feedback we are able to evaluate the needs and plan future workshops and events that will suit the needs of parents. The ESL teacher and the parent coordinator work together to design programs, invite parents, and run sessions for families.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. All classroom teachers, administration and support staff (principals, assistant principals, paraprofessionals, guidance counselors, general education teachers, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinator) at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, as well as out of school workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom in ELA, Math, Science and Social Studies. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs. The certified ESL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline lessons with the school-wide literacy curriculum.

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In addition to providing professional development on school-wide literacy and mathematics curricula to all classroom teachers who work with ELLs, CIS 303 will also provide direct professional development to its ESL teacher through the Bronx BETAC office. This network provides regular professional development sessions on ESL-related topics throughout the year. Topics for 2011-2012 will potentially include the following:

- QTEL
- Test preparation strategies
- Planning instruction in the push-in model
- Planning instruction in the pull-out model
- Literacy and the Common Core Standards

2. When ELLs enter CIS 303 as sixth grade students, all teachers assist in the transition. For the first two weeks of school there are grade-wide assemblies to teach and practice daily procedures. During this time the ESL teacher meets with ELLs to introduce them to the CIS 303 culture and do an initial assessment of their needs. The ESL teacher meets with all staff members to identify ELLs and potential ELLs.

3. At CIS 303 there are monthly PD meeting for the teaching staff. Twice a year these meetings focus on ESL strategies and differentiation. In addition, there are sessions given during school-wide retreats. Teachers receive specific ELL training through monthly meetings with the ESL teacher. The ESL teacher meets with each grade-level team to provide the required hours. These smaller meeting allow the teachers to focus on the needs of specific groups of students. Activities at these PDs include modeling lessons for ELLs, differentiated instruction, and providing ESL teaching strategies. Records of professional development are maintained for teachers through agendas and sign-in sheets.

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?

1-2. The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered "Partners" united in a common goal to see that our ELLs are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students' language development. Parents of ELLs are members of the School Leadership Team. Parents attend sessions on literacy, technology, and teen issues (ie. gangs and violence). Additionally, parents are invited to the school to attend class pot lucks, student performances, awards ceremonies, sporting events, and end-of-unit exhibits (publishing parties, class performances, book walks and project exhibitions).

Every month there are opportunities for parents to attend workshops. These workshops are designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students' parents a chance to ask questions about their children's work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Tentative topics for ESL parent workshops for the 2011-2012 school year include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don't speak English at home
- Curriculum explanations for ESL parents

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- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don’t speak English at home
- Curriculum explanations for ESL parents
- ELL homework help
- Technology

3 - 4. Parents are invited to complete surveys, attend SLT meetings and participate in the workshops listed above. Parents are asked to comment on school culture, communication from the school, and their students' academics. Based on this feedback we are able to evaluate the needs and plan future workshops and events that will suit the needs of parents. The ESL teacher and the parent coordinator work together to design programs, invite parents, and run sessions for families.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. CIS 303 uses the Fountas and Pinnell diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress as well. The data from this assessment tool is used to plan instruction in reading and writing. The data

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		1					2
Intermediate(I)							2	8	6					16
Advanced (A)							11	19	7					37
Total	0	0	0	0	0	0	14	27	14	0	0	0	0	55

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	0				
	I							0	2	0				
	A							10	20	8				
	P							19	9	10				
READING/ WRITING	B							1	0	1				
	I							2	7	6				
	A							7	14	7				
	P							20	9	5				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	9	1		13
7	10	17	1		28
8	6	9			15
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		7		4	1			14
7	7		18		2		1		28
8	3		9		3				15
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		12		4		1		21
NYSAA Bilingual Spe Ed									0

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

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

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. CIS 303 uses the Fountas and Pinnell diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress as well. The data from this assessment tool is used to plan instruction in reading and writing. The data shows that ELLs are deficient in reading comprehension; specifically vocabulary and making connections using background knowledge. Data also indicates that our Spanish speaking ELLs share common decoding errors including word endings, replacing 'v' with 'b' and some consonant and vowel blends. As a result, these objectives are directly taught during reading instruction. All content area teachers use this data to level texts and materials for their students. Additionally, content area classes commenced use baselines, midlines and endlines assessments to plan instruction and assess learning.

2. After reviewing both the 2011 and 2012 NYSESLAT and LAB-R data, the trend is that our ELLs are deficient in the modalities of reading and writing. Many students are long-term ELLs who earn proficient or advanced on the listening and speaking portion of the test but remain ELLs because they scored as advanced or intermediate on the reading and writing portion of the test. Because so many of the ELLs at CIS 303 require reading and writing, ESL instruction emphasizes reading and writing skills while developing all of the ESL standards. Newcomers and students that have received a beginning score on the will focus on all four modalities.

3. After reviewing the NYSESLAT data, the patterns are used to set objectives in each modality. Students are grouped by need and work on the objectives set for the modality in which they are deficient. The ESL teacher examines the data and shares the results with all ELA and content area teachers.

4. The pattern across all grades and proficiencies is that ELLs are scoring lower in the reading and writing modalities than the listening and speaking modalities. This is true in 6th, 7th and 8th grades. The ELL Periodic Assessments do not provide valuable data as compared with the in-school assessments and midline/baseline/endlines that are used at CIS 303. Additionally, the majority of ELLs at CIS 303 are English dominant and therefore Native Language assessments are not used.

5. N/A

6. The program is evaluated by looking at individual students and their growth. Changes are made to the program based on the needs of students. For example, based on the NYSESLAT data indicating that students are deficient in the reading and writing modalities, the program is focusing on conferencing groups that focus on specific reading and writing skills. Students are grouped by level in reading and writing. Each group has a set of language objectives based on formal and informal assessments. Additionally, ELLs are supported

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 09X303 **School Name:** CIS 303

Cluster: 1 **Network:** HOT 104

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

Part A: Needs Assessment Findings

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

Written and oral translation needs are determined using ATS reports. Both the RHLA and RPOB determine the language that is necessary to communicate with parents. Additionally, we use internal surveys to determine what language is preferred for both oral and written communication. This information is kept on file so that teachers can easily determine the preferred language for each individual student.

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.

About 50% of our parents are Spanish speaking. 40% of those parents prefer to have written and oral communication translated into Spanish. This information was shared with our staff and the School Leadership Team. All correspondence sent to parents is translated into Spanish.

Part B: Strategies and Activities

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

All written correspondence is translated into Spanish. At all parent meetings and school events, translations are provided by school personnel.

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.

All oral communication is translated into Spanish. At all parent meetings and school events, a translator is provided. The translator is either a member of school personnel or a parent volunteer.

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>.

All parents are notified of translation and interpretation services. Signage is posted informing parents of the prominent covered languages indicating interpretation services. The administrative office is staffed by both English and Spanish speakers so that in case of emergency, parents are able to communicate with the school.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: CIS 303	DBN: 09X303
Cluster Leader: Corrine Rello Anselmi	Network Leader: Robert Cohen
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 25 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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

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: The Title III Direct Instruction Supplemental Program will consist of two components; a morning program and an afternoon program. These programs will provide reading and writing interventions to students who are not making progress in those modalities on the NYSESLAT. The rationale for these programs is that our ELLs are not scoring proficient in reading and writing on the NYSESLAT. Additionally, with small group direct instruction targeting specific skills in these two areas, students will be more successful in their content area classes.

The programs will be offered to students in grades 6-8. The programs will target students who did not increase their proficiency level in these modalities on the NYSESLAT.

The morning program will take place Tuesday, Wednesday, and Thursday from 7:40 - 8:40am. The morning program will run from December 12, 2011 through June 12, 2012. The afternoon program will take place Monday, Tuesday, and Wednesday and Thursday from 4:00 - 5:00pm. The afternoon program will tentatively run from January 6, 2012 through June 12, 2012.

English will be the language of instruction for each program.

There will be five fully certified teachers for these programs, including one certified ESL teacher that will oversee the planning and implementation of the programs as well as provide direct instruction. The certified ESL teacher will plan with all of the teachers and will provide direct instruction to groups of students.

The materials that will be used are Wilson and Rewards student workbooks, and a selection of non-fiction and fiction texts. The morning program will focus on both decoding and comprehension strategies to increase students' reading levels. Students in the morning program will use Wilson and/or Rewards materials based on individual need. Wilson and Rewards are phonics intervention programs. The goal of each program is to teach students to decode multisyllabic words. The program focuses on decoding strategies (chunking and tapping) and learning to recognize letter patterns and sounds. A selection of non-fiction texts will also be used to teach reading comprehension strategies. The afternoon program will focus on writing. Students will be grouped based on skills. The students will receive direct instruction in writing mechanics, organization and language use.

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: The professional development funds for the Title III Program will be used to provide per session to teachers delivering instruction and services to ELLs in the morning and afternoon programs, as well as the training they will receive to plan the programs.

Content area teachers will work with the ESL teacher to plan differentiated instruction utilizing ESL strategies to deliver reading and writing interventions. All teachers will meet twice a month for one hour to discuss lesson plans and student progress. These meetings will take place on the first and third Mondays of the month from 7:40-8:40am.

The ESL teacher, Megan Kennelly, will support all teachers delivering the reading and writing interventions. Ms. Kennelly will work with the other teachers to determine individual learning goals and track progress for each student. Targeted goals for students will be based in phonics and decoding, reading comprehension, and writing mechanics. Students objectives and groupings will change based on their progress. For example, when students have met the goals of the Level 1 phonics program, they will move to a new group focusing on a new set of skills.

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: Involving parents in their student's school plays an important role in achievement for ELLs. At CIS 303 we invite the parents of ELLs to become involved in many ways.

Throughout the year, parents are invited to attend various workshops, information sessions, and training sessions. All of these sessions have translation services. Events scheduled for the 2011-2012 school year are Meet the Teacher Night, Curriculum Nights, Gang and Violence Prevention, High School Information Sessions, and computer training for our online grade book. All parents have access to our online grade book, Teacherease. Teacherease is a valuable tool that allows parents to see grades, progress reports, and communicate with teachers. Teacherease is available in both English and Spanish.

The sessions take place once a month and organized by the parent coordinator, Jacqueline Gonzalez. Parents are notified with flyers, monthly school calendars, and telephone outreach.

Tentative Meeting Dates:
October 20, 2011
November 23, 2011

Part D: Parental Engagement Activities

December 21, 2011
 January 18, 2012
 February 15, 2012
 March 14, 2012
 April 19, 2012
 May 17, 2012
 June 7, 2012

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

