



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 333- THE MUSEUM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X333

PRINCIPAL: ARTHUR BROWN

EMAIL: ABROWN26@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Arthur Brown	*Principal or Designee	
Quiara Escobar	*UFT Chapter Leader or Designee	
Vanessa Rodriguez	*PA/PTA President or Designated Co-President	
Luis Mercado	DC 37 Representative, if applicable	
	Title I Parent Representative	
	CBO Representative, if applicable	
Jacqueline Mirdita	Teacher	
Tricia Devito	Teacher	
Lina Mendez	Parent	
Bianca Rivera	Parent	
Alfreda Mendez	Parent	
Concepcion Suarez	Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

By June 2012, the Students with Disabilities subgroup will demonstrate progress towards achieving state standards as measured by a 10% increase (6 students) in this subgroup scoring at levels 3 & 4 on the NYS ELA.

Comprehensive needs assessment

Based on a close review of the 2011 New York State tests, only 1 student (3%) of students with disabilities from grades 3 & 4 achieved a level 3. Therefore, there is a need to increase the proficiency levels of this student subgroup.

Instructional strategies/activities

- Supervisors and coaches will oversee the Special Education PLC's frequent short cycles of student assessment evaluation and data inquiry, with the support of the network achievement coaches, in order to create and implement differentiated goals and small groups for targeted instruction using the principles of Universal Design for Learning
- Supervisors and coaches will frequently visit special education teachers' classrooms to assess each teacher's progress with students and provide frequent short cycles of feedback
- Supervisors and teachers will visit successful peer schools regularly that have shown steady gains, then turnkey and incorporate best practices for Special Education students
- Literacy Coach and Data Specialist will support teacher teams in analyzing multiple sources of ELA and Math formative assessment data to develop data driven goals and identify highly effective strategies for instruction as well as monitor students' progress;
- Teachers will participate in professional development led by the Literacy Coach, Math coach, Network Achievement Coaches & ELA AUSSIE with the support of the school administration and network; Fair Student Funding will be allocated for substitute coverage and training rate as needed

Strategies to increase parental involvement

- There will be time scheduled to facilitate parent meetings, with flexible times, such as in the morning or evening, to share information about the school's educational programs to support special education students and other initiatives of the Chancellor and allow parents to provide suggestions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers are drawn to the school because of its unique history of providing differentiated professional development including our Special Education PLC which meets monthly to share best practices. As a phase one school, teachers are often impressed by the fact that there is greater flexibility to design student schedules that support mainstreaming and additional funding to support school initiatives. Once teachers are hired, based on their completion of a self assessment, observations, and ongoing feedback regarding their teaching practice, their needs are mutually identified and met. Teachers are also encouraged to research and register for professional development outside of the school.

Service and program coordination

- The UFT chapter leader will collaborate with the Administration to identify resources, including citywide professional development that is related to Danielson's framework. The school dean and guidance counselor will identify programs and offer workshops as needed that address ways to take into consideration students' socioemotional needs when planning for instruction and preparing for testing.

Budget and resources alignment

- Technology will be purchased with Tax Levy funds to facilitate students' use of intervention programs and as a tool for showcasing and sharing best practices
- Title I & III funds will be allocated to provide ongoing professional development, instructional materials, and substitute coverage as needed for staff

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

By June 2012, 100% of the teachers will have participated in at least 4 cycles of formative observations, based on a research based rubric that allows for teacher self reflection, focused feedback, and next steps.

Comprehensive needs assessment

A review of informal and formal observations and conversations with teachers indicated that there was not a common language that described a consistent definition of good teaching. It was decided that a specific framework with a rubric which clearly describes appropriate practices in different areas was needed. Additionally, teachers were in need of various resources including specific examples of high quality instruction and planning to improve their practice.

Instructional strategies/activities

- Templates and electronic devices will be used primarily by the Administration and instructional cabinet for documentation purposes and support the expeditious manner in which teachers receive feedback.
- Each teacher will complete a self-assessment on ARIS Learn and meet with their immediate supervisor to identify specific components they will reference to develop their annual professional goals
- Medial assessments will be completed for teachers to assess progress toward their goals and next steps
- Supervisors will conduct a minimum of six formative observations characterized as “classroom visits” to assess each teacher’s progress toward their annual goals and provide frequent short cycles of feedback

Strategies to increase parental involvement

- There will be time scheduled to facilitate parent meetings, with flexible times, such as in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers are drawn to the school because of its unique history of providing differentiated professional development such as study groups, intravisitations, and after school workshops that target their specific needs and interests.
- Once teachers are hired, based on their completion of a self assessment aligned to Danielson’s framework, observations, and ongoing feedback regarding their teaching practice, their needs are mutually identified and met. Teachers are also encouraged to research and register for professional development outside of the school.

Service and program coordination

- The network provides the administration and teachers with guidance on how to use Danielson’s framework. This information is then shared with the staff as part of a professional development workshop. The UFT will collaborate with the Administration to support teachers in becoming familiar with resources that improve teacher effectiveness.

Budget and resources alignment

- Fair Student Funding will be allocated to provide substitute coverage and after school professional development around Charlotte Danielson's Framework

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

By June 2012, 100% of classroom teachers will develop a minimum of one Literacy task that is embedded in a rigorous curriculum unit that is aligned to the Common Core Learning Standards

Comprehensive needs assessment

In previous years, the school's curriculum was limited and did not involve many of the teachers on each level in its development. As a result, the implementation of the common core standards was not widespread or coherent. Thus, the curriculum maps were not fully representative of the diverse needs of students on each grade. Additionally, the tasks or projects were not very complex which made it challenging for students to meet the demands of the state tests.

Instructional strategies/activities

- Literacy coaches will support teachers in the development of curriculum units under the supervision of the Principal
- A staff development team comprised of the ELA coach, data specialist, Administration, and teachers will present professional development designed to strengthen teachers' practice as it relates to the Common Core Standards
- Teacher teams will meet with the Literacy Coach, data specialist, and ELL Coordinator to review and refine lessons and units of study based on pre & post assessment results

Strategies to increase parental involvement

- Teachers will send home newsletters to keep parents informed about curricular units and tasks.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly Qualified Teachers are drawn to the unique theme of the school and the fact that their colleagues were together as a team rather than in isolation. Teachers are provided with opportunities to participate in professional development that is based on the latest research and organized based on Needs Assessments they complete in the Fall and Spring. They also are encouraged to become involved in various committees and projects that keep the school running smoothly, which helps them feel a greater sense of belonging and responsibility within the school community.

Service and program coordination

- The Parent Association will participate in professional development based on the ELA/Math Common Core standards to understand how they can prepare their children at home. Additionally, they will select personnel to provide parents with guidance on becoming familiar with the standards.
- The Jehovah Shammah Family Institute, one of the school's CBO's, will also become trained on the common core standards and have access to the rigorous units of study. They will be offering homework support after school to students in grades 3-5.

Budget and resources alignment

- Fair Student funding will be allocated for per session to support data analysis, curriculum mapping, and task creation aligned to the common core standards

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

To improve students' writing of informational text in the content areas. By Spring 2012, students in grades K-5 will improve their writing skills as measured by grade equivalent four point teacher created common core aligned writing rubrics. Using a baseline assessment, all students will demonstrate progress by a minimum of one level as measured by end year assessments using the four point rubric.

Comprehensive needs assessment

The practice and state ELA test results from last school year revealed that students had limited writing skills. While writing rubrics were used by most grades last year, the overall quality of students' writing was still below standard, lacked depth, and rarely was based on informational text.

Instructional strategies/activities

- Teachers will administer informational writing tasks in October 2011 as a baseline to compare with the writing that will be embedded in a rigorous CCLS aligned unit of study which will be taught in the Spring.
- Teacher teams will meet to develop grade level, common core aligned rubrics by which to score the students' work products.
- Teachers will participate in professional development delivered by instructional coaches including the Administration during and after school to gain a deeper understanding of how to analyze and effectively use formative assessment data such as student work to differentiate instruction in an effort to ensure that students are meeting and exceeding the Common Core Standards

Strategies to increase parental involvement

- Parents will be provided with written and verbal progress reports to keep them informed of their children's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly Qualified Teachers are drawn to the unique theme of the school and the fact that their colleagues were together as a team rather than in isolation. Teachers are provided with opportunities to participate in professional development that is based on the latest research and organized based on Needs Assessments they complete in the Fall and Spring. They also are encouraged to become involved in various committees and projects that keep the school running smoothly, which helps them feel a greater sense of belonging and responsibility within the school community.

Service and program coordination

- The Parent Association will participate in professional development based on the ELA Common Core writing related standards to understand how they can prepare their children at home. Additionally, they will select personnel to provide parents with guidance on becoming familiar with these standards.
- The Jehovah Shammah Family Institute, one of the school's CBO's, will also receive training on the common core standards and have access to the rigorous units of study. They will be offering homework support after school to students in grades 3-5.

Budget and resources alignment

- Title I funds will be allocated to enable the ELA AUSSIE to assist coaches and teachers in analyzing multiple forms of data, becoming further familiar with the Common Core Standards, and strengthening student work
- Fair Student Funding will be used to provide additional time to analyze formative assessments and develop common core aligned curriculum maps that will prepare students to take the final task

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To improve student mastery of the New York State Learning Expectations in Mathematics. By June of 2012, all students in grades K through 5 will show growth as measured by grade level standard based Math endline assessments. 30% will demonstrate 1.5 year's growth and 70% will demonstrate one year's growth.

Comprehensive needs assessment

While state test scores in grade three improved from the previous school year and the unit post assessments on average showed gains, many students have not mastered the pre-requisite or basic skills needed for their current grade. Only one third of fourth grade students passed the math state test last school year.

Instructional strategies/activities

- Kindergarten through 3rd grade teachers will use a baseline math assessment to determine where their students are at the beginning of the 2011 school year. Teachers in grades 4 and 5, will analyze the 2010 – 2011 New York State tests to determine students' strengths and weaknesses. Teacher teams will then use this data to choose a topic across the grades that will address the needs of their students.
- Data driven instruction lessons will be planned and taught twice a month for students in grades K through 2 and once a week for students in grades 3 through 5. The lessons are planned collaboratively by teachers within the grades during Lunch and Learns led by the Math Coach. The DDI lessons are indicated on the Math Curriculum Maps and on the Monthly Math Calendars. The progress of these lessons will be monitored throughout the school year through the implementation of teacher-team created unit assessments. These identified areas of need will be the target of teacher goal setting, class goals, and instruction.
- Teachers will participate in professional development led by instructional coaches and the Administration during and after school to integrate practices associated with Universal Design for Learning to ensure that lessons are differentiated to address the diverse needs of the learners
- School supervisors and instructional coaches will be observing the DDI lessons and the Math Coach will meet with teachers during the inquiry periods to discuss student work, lesson delivery, student progress, and next steps.
- In order to address the new 5th grade population of students, the Math Coach will be working closely with the teacher team to discuss and implement new ways of differentiating the 5th grade curriculum

Strategies to increase parental involvement

- Parents will be provided with written and verbal progress reports to keep them informed of their children's progress. Additionally, they will participate in professional development which will support them in preparing their children at home for the mathematics state test.

Strategies for attracting Highly Qualified Teachers (HQT)

- The math coach is highly motivated to empower teachers to become more familiar with best pedagogical strategies and develop an appreciation for the mathematics subject area. The grade teams are supported through differentiated professional development which is ongoing and assures improved teacher practice.

Service and program coordination

- The school's network provides mathematics professional development that is aligned to the Chancellor's Instructional Expectations and is offered monthly. The Jehovah Shammah Family Institute, one of the school's CBO's, is kept informed of the school's math curriculum and participates in professional development based on the Department of Education's initiatives. The tutors provide after school homework support twice a week to grades 3-5.

Budget and resources alignment

- Based on the analyzed formative assessment data compiled in the Fall, a 2 day weekly after school enrichment program for students in the testing grades will occur from January-April
- Title I & Fair Student Funding will be allocated for teacher per session, related instructional materials and to support professional development and planning

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	10	10	N/A	N/A	2	1	1	1
1	15	15	N/A	N/A	3	2	1	1
2	22	22	N/A	N/A	1	3	1	1
3	12	12	N/A	N/A	2	2	1	1
4	10	10	5	5	4	1	1	1
5	9	9	5	5	5	1	1	1
6								
7								
8								
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>Tier II services are provided to the lowest performing 10% of students in each grade, including bilingual classes. AIS teachers will provide guided reading services using the Fountas and Pinnell Intervention Kit 3 days a week for 45 minute blocks. Progress monitoring will be conducted after 6-8 weeks using running records, as well as Sight Word and Decoding assessments to regroup the students accordingly or to discontinue services.</p> <p>Tier II services will also be provided for students during the extended day periods by their classroom teacher (4 days a week for 37.5 minutes).</p> <p>Third, fourth and fifth grade students will receive reading comprehension and test preparation services within an after school program. Students will be homogenously grouped based on reading and comprehension level as identified by the Fountas and Pinnell Assessment kit. The after school program will service students from the months of January - April for two hours a day two days a week (Wednesday and Thursday).</p>
Mathematics	<p>Classroom teachers will differentiate the Math instruction in the classroom as Tier I service. Tier II services will be provided during the extended day periods (4 days a week for 37.5 minutes).</p> <p>Third, fourth and fifth grade students will receive math intervention and test preparation services during an after school program. After school teachers will use flexible grouping to homogenously group the students consistently based on strategy/standard mastery as identified by the data. The after school program will service students from the months of January - April for two hours a day two days a week (Wednesday and Thursday).</p>
Science	<p>Classroom teachers will differentiate the science instruction in the classroom as Tier I service. A Science Cluster teacher will provide additional Tier I services to students during the science periods and Tier II services will be provided for grades 3 and 4 during the extended day periods (4 days a week for 37.5 minutes).</p>

Social Studies	Classroom teachers will differentiate the social studies instruction in the classroom as Tier I service. The Social Studies and Arts through Social Studies Cluster teacher will provide additional Tier I services to students during the Social Studies periods and Tier II services for grades 3 and 4 during the extended day periods (4 days a week for 37.5 minutes).
At-risk Services provided by the Guidance Counselor	□ The Guidance Counselor will provide guidance and counseling services during the school day, one period a week or more frequently if needed, to students. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
At-risk Services provided by the School Psychologist	The bilingual School Psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services provided by the Social Worker	The Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services	Health related services are offered during the school day in conjunction with South Bronx Mental Health Clinic as needed. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

P.S. 333 The Museum School

School-Parent Compact

The School will...	The parents will...
Provide an atmosphere that infuses a receptive mind, academic excellence, awareness, discipline, confidence and self respect	Help their children by providing them with an atmosphere that will allow them to complete their assignments; read with their children; participate in school offered workshops and events such as Parent Teacher Conferences, Thematic Celebrations Publishing Parties, Young Authors Night, Museum Night, Science Fair, Hundred Days of School, Gallery Night and other events to extend learning at home.
Provide opportunities for students to be supported in afterschool activities.	Use positive reinforcement to support students emotional development and develop schedules rituals and routines that will ensure higher academic achievement
Provide experiences that allow children to learn by doing-- making life long connections thereby becoming lifelong learners.	Assist students at home to with homework and therefore instill a love of learning and a home school connection.
Educate and inspire our students to think critically, be problem solvers and take an active role in communities and beyond so that they meet their full potential.	Reinforce what has been learned in school by asking critical thinking questions, supporting children with problem solving strategies that sustain their individual strengths to share with the community
Expose our students and parents to various forms of technologies in order to broaden their horizons via our museum theme	Participate in excursions and hands on experiences that will broaden their knowledge and use of technology. They will also contribute to the museum themes, interviews, class presentations and historical experiences
Nurture and develop the whole child, social, emotional and physical growth	Continue to develop the positive foundations established by the home in order to further promote the whole child
Integrate the school, the home and the global community by providing parents with workshops on a wide range of topics of interest.	Work in collaboration with the school and the community by volunteering in the schools to extend the knowledge obtained taking part in trainings, workshops, newsletters, conferences and reports by attending, participating and providing input and suggestions.
Continue to improve communication between parents, teachers and other staff members by providing information in a timely manner.	Continue to attend parent meetings and other events and use the information gathered as needed
Schedule meetings through the year on specific topics that affect our students achievements such as behavior management and conflict resolution.	Attend the necessary meetings that will inform them of their academic performance and other topics that affect the whole child.

Provide parents with the information starting in the early grades about assessments, standardized test results, and other data pertinent to the academic performance of students (State Progress Report, ARIS Parent Link, Quality Review and Learning Environment Surveys)	Participate in gathering information and sharing their thoughts and ideas to further assist in the growth and development of our academic community
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Parent Responsibilities:

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Participating as appropriate, in decisions relating my children’s education, such as Parent Teacher Conferences, Progress Reports, NYS Testing, and other academic related meetings
- Participate in academic, informational, and other related trainings and workshops.
- Promoting positive use of my child’s extracurricular time
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by mail and responding appropriate
- Serving, to extend possible, on policy advisory groups, such as Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the School Support Team or other school advisory or policy groups

SIGNATURES:

Parent(s)

Date

School Representative

Date

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 08	Borough Bronx	School Number 333
School Name The Museum School			

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

Principal Mr. Arthur Brown	Assistant Principal Ms. Carmen Umpierre
Coach Mrs. Rosalinda Finiguerra	Coach Mrs. Nadia Perez Cruz
ESL Teacher Mrs. Gulay Ucar	Guidance Counselor Madeline Velez
Teacher/Subject Area Mrs. Pacheco Coordinator	Parent Vanessa Rodriguez
Teacher/Subject Area Ms. Valerio	Parent Coordinator Luz Gerena
Related Service Provider Mr. Michael Slesinski	Other Ms. DeVito, Ms. Calzado
Network Leader Ben Soccodato	Other Ms. Casal

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	13
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	445	Total Number of ELLs	134	ELLs as share of total student population (%)	30.11%
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Part II: ELL Identification Process

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

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

At P.S. 333x we have set structures in place to make sure parents understand the Home Language Identification Survey (HLIS) and the program choices. The parents are involved in completing HLIS to determine the child's eligibility for bilingual, Dual Language, and ESL placement. The HLIS is also available in any language translations. An informal oral interview in both English and/or Spanish takes place with the ESL teachers, Nancy Pacheco and Gulay Ucar. The ESL staff, as well as, the DOE translation department is on hand to assist the parents in the interpretation and completion of the survey in Spanish or any other language, to ensure they understand their choices for placement. After reviewing the HLIS for each student, we determine who is eligible for LAB-R testing. The Bilingual Coordinator then discusses with the parents the programs the school offers, after the parents have chosen the desired program during the parent orientation. The ESL teacher and the Coordinator administer the LAB-R test to students eligible for testing within ten days of entrance into the system. For students who did not pass the LAB-R and are Spanish speaking students the Spanish LAB will also be administer. After students have been identified as ELLs, the Coordinator conducts Parent Orientations. When we have a new student being admitted to the school, this process is continuously done.

Annually the coordinator prints out from ATS the RLER report to identify the ELL students who are eligible to take the NYSESLAT assessment. The Coordinator also utilizes the Department of Education ELL administrative calendar along with the Questar Assessment kit to ensure that all four components of the NYSESLAT is administer at the appropriate time. At the beginning of April the speaking component of the NYSESLAT assessment is administer. The other 3 components are also administer throughout the month of April and then is submitted to Questar. During the month of May the written component is hand scored by the ELL coordinator and the ESL provider and score grids are then submitted to the Department of Education. Every September the parents are informed of the final NYSESLAT report and language proficiency. The school community utilizes the data to form groups, placement and set goals. The school community also utilizes the NYSESLAT results to see if the school met the annual AMAO.

Aligning ELL Programs Based on Parent Choice

The Bilingual Coordinator in collaboration with the Parent Coordinator, administrators and teachers conduct Parent Orientation sessions throughout the school year where parents are informed on ELL program choices for their child. Parents of students who are entitled based on LAB-R and NYSESLAT results will be given an Entitlement or Continued Entitlement Letter. At these sessions, parents are once again informed about their choices and are given a Parent Survey an Entitlement letter-in their Native language. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD is viewed by parents which further explains and demonstrates program choices. If needed a translated version is provided. P.S. 333 also informs the parents on the curriculum, academic expectation, assessments, specifically the NYSESLAT assessment and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised of their rights which is to go to the nearest school offering their program choice. After each parent orientation, the Bilingual Coordinator will also monitor

parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator and other parents to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation the default program in which their child will be placed is the Transitional Bilingual.

At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis. The instructional programs for our ELLs, offered at PS 333 are a direct result of the parents' request, based on the completed parent survey and selection forms. The trend for parent choice of program for the past 2 years have been Bilingual or ESL program. This year 24 new comers. Out of those 24 students the parents who submitted a parent choice survey is as follow: 12 of those parents have chosen ESL, and 9 have chosen Bilingual Education. 3 Parents did not completed the survey and students were placed in a Bilingual classroom.

The ESL teachers then ensure that all selected forms are returned in a timely fashion and filed. Telephone calls are made to the parents as well as mailed reminders. Opportunities are also taken when parents come in to meet their child's teacher to create a learning plan with the family involved. Family meetings occur at least once a month. These meeting include information about the programs available, how to help children learn at home, and how to communicate with the child's teacher to improve learning. This way, parents of students who come in at any point in the year can still receive information about programs, make a program choice, and be involved in the school. Parents are also given bilingual resources such as dual language books so they can support literacy at home and be more involved in their child's education. We have a lending library for parents who are included ESL materials for adults, parenting books in Spanish, and other helpful resources put out by Colorin Colorado (website) and the National Education Association. All types of outreach (written, phone calls, meetings parents at dismissal) are taken to ensure parents have completed all proper paperwork, are involved in the educational plan for their child, and have all questions answered.

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 ●
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This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained	1	1	1	1		1								5
Push-In	1	1	1	1	1									5
Total	3	3	3	2	2	2	0	15						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34	0	2	2	0	2	0	0	0	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	75	0	17	19	0	1	4	0	0	98
Total	109	0	19	21	0	3	4	0	0	134

Number of ELLs in a TBE program who are in alternate placement: 3

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	9	7	16	0	0	3	0	0	0	0	0	0	0	35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			0											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		0												0
TOTAL	9	7	16	0	0	3	0	35						

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	12	20	25	11	16								96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2												2
TOTAL	12	14	21	25	11	16	0	99						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Delivery of Instruction

At P.S. 333, there are 3 bilingual classes (1 in grades K,1,2,5) and 1 special education bilingual bridge class, grades 4 and 5. In these classes, Spanish-native language arts and English as a Second Language are taught everyday. In the transitional Bilingual classes teachers are mandated to deliver 60-90 minutes in Native Language, Spanish. In an ESL push in program, all instruction is provided in English-about 360 minutes a week. The content area instruction is presented using the workshop model/sheltered instruction to develop background knowledge and comprehension and to facilitate learning in the second language. There are 2 ESL teachers, Ms. Ucar provides cluster, push-in ESL instruction for all grades on a daily basis but with a focus on grades k-2. It is recommended that the push-in program be provided for 90 minutes as opposed to 45 minutes daily. Mrs. Pacheco is our 3rd-5th grade push-in ESL provider. She also provides ESL AIS for grades 1, 3-5th grade students who have been classified as at risk. These teachers also service ELLs in Special Education classes. If students are not advanced, they will have an additional period per day of ESL. Both teachers attend grade meetings to ensure the ESL and mainstream curriculum is aligned to the new Common Core State Standards and that ESL students do not miss valuable materials. Ms. Pacheco also acts as a Bilingual/ESL staff developer, supporting teachers with assessment, data analysis, mentoring, professional development workshops and curriculum. All ESL is conducted in English.

A. Programming and Scheduling Information

The Bilingual/ ESL team is using assessments of Fountas and Pinnell in English and DRA in Spanish, EL-SOL in Spanish, ECLAS in English and informal anecdotal records to share information about students and work as a team to provide the most differentiated instruction for each ELL. The school uses a balanced literacy model for all instruction with infusion of arts, social studies and science. Bilingual teachers are using, on a daily basis, the Awards and Imagine Learning Program to support the ELLs in literacy. The mathematics program is Every Day Mathematics. Both languages are used in the bilingual program for all subjects, depending on students' language levels. We ensure that all beginning and intermediate ELLs receive 360 minutes of ESL and that advanced ELLs receive 180 minutes. We are also using the extended day schedule to provide further intervention for students in reading and writing, the areas where students need the most support.

Classes, both bilingual and ESL are heterogeneous. Students range from new arrivals to proficient. ELLs benefit greatly from being grouped with more English-dominant students who can model correct English. This grouping helps students to negotiate meaning and receive scaffold support by teachers and other students.

We are providing interventions to students based on homogenous grouping. There is a newcomer club offered during the day to provide much needed support for students. The goals of this include 1) Set individual goals with each child about what they want to learn in English, 2) Set language and content objectives for each session, 3) Acquaint children with school system, expectations, vocabulary needed to function in classroom, 4) Children will become intermediate on all parts of the NYSESLAT (speaking, listening, reading and writing). This will be provided on a daily basis to help bridge students into academic English and have more success in their classroom.

To ensure that all ELLs are appropriately evaluated in their native language the school utilizes EL-SOL assessments and Math Unit of study assessments are provided in their native language. If the need arises the assessments can be translated by the parent coordinator or an in house personnel or if needed someone from the Translation-interpretation unit from the DOE. The school also provides the Instructional targeted assessments (ITA) in Spanish to monitor student growth. Teachers also conduct formative assessments in the students native language to track progression.

Mandated Instructional Minutes

As referenced in the above section, students receive their allocated ESL instruction through both cluster and push-in. For example, students in ESL and bilingual classes are prepped by the ESL providers, who provide ESL through Math or Social Studies instruction in 45 or 90 minute blocks depending on NYSESLAT scores and level of the student. Also, the ESL teachers push-in to co-teach with the mainstream teacher. This allows students to receive differentiated ESL instruction through the content areas. In addition, this builds school wide capacity for differentiation by the ESL teachers modeling best practices to the other teachers.

Content Area Instruction

Bilingual Transitional Program

Students in K-2, 5th grade Special ed. receive mandated minutes of Native Language Arts (Spanish) daily through literacy and math. ESL is delivered through the content areas of science and social studies. Bilingual teachers utilize ESL scaffolding such as the SIOP model to make content comprehensible. This is supported by the Bilingual Staff Developer. New arrivals are given special attention during the newcomers club during the school day. They meet Monday through Friday for 45-90 minutes. ESL providers are also providing AIS for those ELL students who have been identify "at risk" during the school day. Many of these students also attend our Title 3 afterschool program.

ESL Push in Program

In an ESL push in program students receive all instruction in English. Ms. Ucar and Ms. Pacheco support the ESL students utilizing the SIOP model to ensure they understand the content. Language and content objectives are set for lessons. Teachers who work with these students utilize ESL methodologies. We want to ensure that the ESL students are receiving the same content as non-ELLs. Therefore, we use the same curriculum as the remainder of the school, but use specific teaching strategies to meet the needs of our students. This involves setting objectives, providing feedback, nonverbal cues, cooperative learning, summarizing, note taking, and family involvement. ESL providers also push in and provide AIS for those ELL students who have been identify "at risk."

ELL subgroups

o SIFE

i. Currently, we do not have any SIFE students. However, we have several students who have poor attendance patterns and whose

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Description of Targeted Intervention Programs:

- a. Smaller-groups for ESL will provide students with more individualized attention and differentiation during the school day in the form of AIS.
- b. New Arrival students will be part of our newcomers club during the school day, as well as, our afterschool program.
- d. The inquiry team has analyzed NYSESLAT and ECLAS data and determined the goal for extended day writing club will be writing development for ELLs who are at an advance proficiency level. All classroom teachers and providers will analyze student progress, and teaching the students during extended day as an intervention to help the students' writing improve. All teachers meet in teams at least 3 times a week to analyze work, create formative assessments and create performance tasks.
- e. Reading and Writing will be supported in the ESL classes by push-in support. This will drive instruction so that students' individual needs are being met. The focus on reading and writing is being addressed by this team of teachers, which includes the Bilingual/ESL staff developer, Data Specialist and Literacy Coach as well as classroom teacher. The findings from this inquiry-based intervention will be shared with administration and child study teams.
- f. In September, the Math Coach developed math baseline assessments. These assessments were standards based and gave the staff and instructional team members a basis as to where the students were coming into the school year.

The results of all ELL students were as followed:

Total % of students at level 1 = 24%

Total % of students at level 2 = 46%

Total % of students at level 3 = 27%

Total % of students at level 4 = 3%

In response to this data, the inquiry team (consists of teachers) meets with the Math Coach and Bilingual Coordinator to analyze their student data. Teachers learn to group their students according to ability and identify the needs of their ELL students. These students are then grouped together to receive guided instruction during the independent portion of the 90 minute math block. Students are assessed on a monthly basis and their progress is tracked from month to month as well as from the baseline assessment (conducted in September) to the mid year assessment and finally to the end-of-year assessment. ELL students who show that they are not making progress will begin to receive math AIS services beginning in January by the Math Coach as well as other instructional support team staff members. In addition, we have begun a new Data Driven Instruction Initiative. This initiative has been developed by the Math Coach to support teachers in teaching remedial skills and concepts based on the data. Two days a month (for K - 2nd grade students) and 3 to 4 days a month (3rd - 5th grade students) are reserved for these specific data driven lessons. The math coach meets with teachers on a weekly basis in order to assist in the planning of these lessons. The expectation is that these lessons are "exemplary" since these are skills students need to master as a foundation for grade level work.

Transitional Support for Proficient ELLs

- o When students pass the NYSESLAT, the first step we take is notifying the parents in writing. Then, we follow up with a phone call or in-person meeting to discuss further supporting the child. We recommend continuation of ESL or bilingual support to ensure that the child transitions without lag to ELA. Students are also given the testing modifications for two years.

Programs to be continued based upon 2010-2011 success:

ESL Club

- o ESL Club for newcomers. across all grades. k-5.will continue during the school day. anywhere from 45-90 minutes. A certified

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.
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17. What language electives are offered to ELLs?

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- b. New Arrival students will be part of our newcomers club during the school day, as well as, our afterschool program.
- d. The inquiry team has analyzed NYSESLAT and ECLAS data and determined the goal for extended day writing club will be writing development for ELLs who are at an advance proficiency level. All classroom teachers and providers will analyze student progress, and teaching the students during extended day as an intervention to help the students' writing improve. All teachers meet in teams at least 3 times a week to analyze work, create formative assessments and create performance tasks.
- e. Reading and Writing will be supported in the ESL classes by push-in support. This will drive instruction so that students' individual needs are being met. The focus on reading and writing is being addressed by this team of teachers, which includes the Bilingual/ESL staff developer, Data Specialist and Literacy Coach as well as classroom teacher. The findings from this inquiry-based intervention will be shared with administration and child study teams.
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Transitional Support for Proficient ELLs

- o When students pass the NYSESLAT, the first step we take is notifying the parents in writing. Then, we follow up with a phone call or in-person meeting to discuss further supporting the child. We recommend continuation of ESL or bilingual support to ensure that the child transitions without lag to ELA. Students are also given the testing modifications for two years.

Programs to be continued based upon 2010-2011 success:

ESL Club

- o ESL Club for newcomers, across all grades, k-5, will continue during the school day, anywhere from 45-90 minutes. A certified ESL and Bilingual teachers runs these clubs. The goals of this program includes 1) Set individual goals with each child about what they want to learn in English, 2) Set language and content objectives for each session (Using SIOP model), 3) Acquaint children with school

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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?

Description of Targeted Intervention Programs:

- a. Smaller-groups for ESL will provide students with more individualized attention and differentiation during the school day in the form of AIS.
- b. New Arrival students will be part of our newcomers club during the school day, as well as, our afterschool program.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

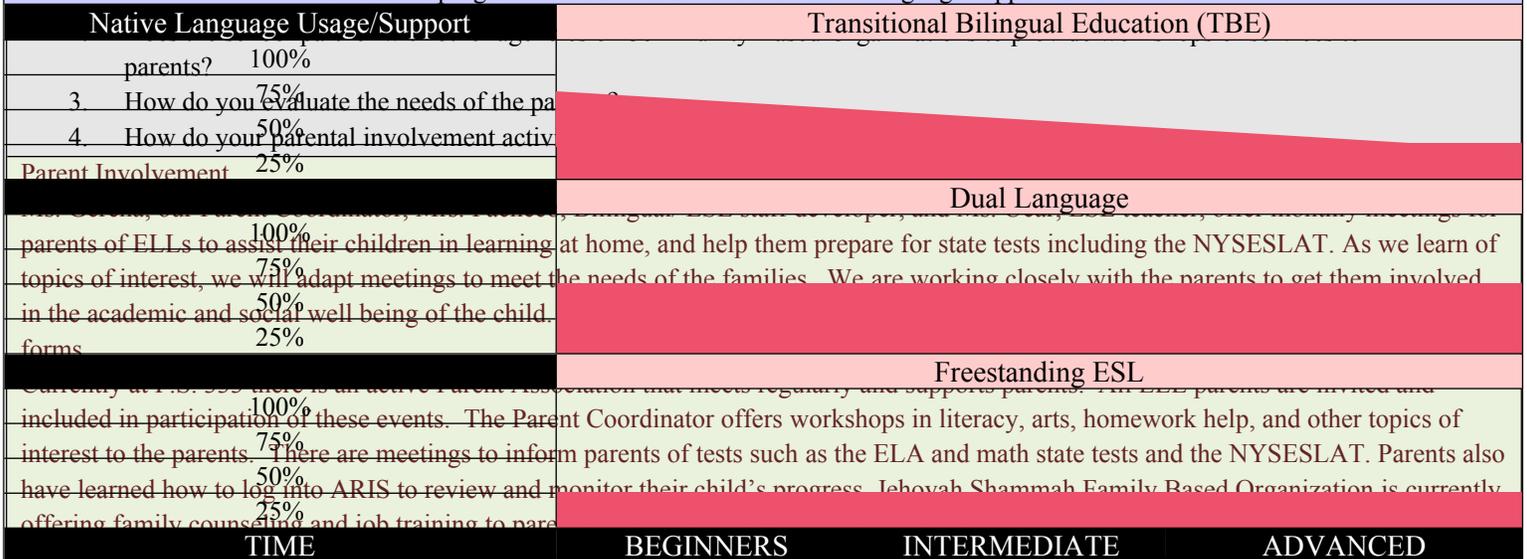
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction (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)?		

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

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.		
Professional Development			
<input type="checkbox"/>	10 hours of English as a Second Language teacher training will be provided throughout the year		
<input type="checkbox"/>	Once a month bilingual/ ESL team planning meetings to analyze student data, plan for instruction, unit plan, and share resources. Coordinator will head meetings and provide support for the teachers.		
<input type="checkbox"/>	Teachers will also attend professional development provided by the CFN 532 throughout the year		
<input type="checkbox"/>	Push-in support to monolingual teachers to model scaffolding strategies for ELLs		
<input type="checkbox"/>	Workshop and meeting topics for all teachers include but are not limited to: what to do to support a new arrival, the writing workshop for ELLs, preparing for the NYSESLAT, guided reading for bilingual students, how to involve parents in literacy, holding ELLs to high standards with academic rigor, ESL through the content areas, aligning planning to the new common core state standards		
<input type="checkbox"/>	Teachers will be sent, in turn, to out of school professional development, which will be turnkeyed at monthly meetings		
	Teachers will also visit other schools that show best practices for ELLs		

Native Language Usage and Supports

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



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

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?

Parent Involvement

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Students who are new to the school are met by the parent coordinator and ESL teacher. The parents are given the invitation to attend a parent meeting and learn more about options for the child. They are given materials in their native language. Teachers are expected to welcome students and scaffold instruction to support the child's language needs. The child will receive differentiation instruction from the bilingual or ESL teacher and all other teachers. They are assessed in English and Spanish to determine their reading levels and needs. Together, with inquiry team of teachers involved in educating the student, an educational plan is created to address needs, support new arrival transition, and ensure academic growth.

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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.

The 13 teachers who currently work with ELLs and do not hold a Bilingual or ESL certification are 5 cluster teachers and 3 Special Education teachers and 5 General Ed. teachers. Students in these specific classrooms receive push in services by the ESL teachers.

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)?
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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.

Professional Development

- 10 hours of English as a Second Language teacher training will be provided throughout the year
 - Once a month bilingual/ ESL team planning meetings to analyze student data, plan for instruction, unit plan, and share resources. Coordinator will head meetings and provide support for the teachers.
 - Teachers will also attend professional development provided by the CFN 532 throughout the year
 - Push-in support to monolingual teachers to model scaffolding strategies for ELLs
 - Workshop and meeting topics for all teachers include but are not limited to: what to do to support a new arrival, the writing workshop for ELLs, preparing for the NYSESLAT, guided reading for bilingual students, how to involve parents in literacy, holding ELLs to high standards with academic rigor, ESL through the content areas, aligning planning to the new common core state standards
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- Teachers will also visit other schools that show best practices for ELLs

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?
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
													L

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)	11	20	18	8	1	4								62
Intermediate(I)	1	0	5	11	3	3								23
Advanced (A)	9	2	16	5	7	10								49
Total	21	22	39	24	11	17	0	0	0	0	0	0	0	134

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	2	1	0	1							
	I		3	7	3	1	2							
	A		13	23	9	7	6							
	P		1	6	11	3	8							
READING/ WRITING	B		17	17	8	1	4							
	I		0	5	11	3	3							
	A		1	10	5	7	9							
	P		0	6	0	0	1							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	7	0	2	0	0	0	11
4	1	4	7	0	4	0	0	0	16
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	2	0	8	0	0	0	14
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	5	10	14	4					
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:

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.

The 13 teachers who currently work with ELLs and do not hold a Bilingual or ESL certification are 5 cluster teachers and 3 Special Education teachers and 5 General Ed. teachers. Students in these specific classrooms receive push in services by the ESL teachers.

Part VI: LAP Assurances

School Name: <u>The Museum School</u>		School DBN: <u>08333x</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Arthur Brown	Principal		
Ms. Carmen Umpierre	Assistant Principal		
Ms. Luz Gerena	Parent Coordinator		
Ms. Gulay Ucar	ESL Teacher		
Vanessa Rodriguez	Parent		
Mrs. Valerio	Teacher/Subject Area		
Mrs. Casal	Teacher/Subject Area		
Mrs. Nadia Cruz Perez	Coach		
Ms. Rosalinda Finiguerra	Coach		
Ms. Madeline Velez	Guidance Counselor		
	Network Leader		
Mr. Michael Slesinski	Other <u>Related Service Prov</u>		
Mrs. Pacheco	Other <u>Coordinator</u>		
Mr. Luis Quan	Other <u>Network ELL spec.</u>		
Ms. T. DeVito	Other <u>Data Specialist</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X333 **School Name:** PS 333 The Museum School

Cluster: 5 **Network:** 532

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.

When a parent enters our school building to register a student, the school secretary makes contact with the Bilingual Coordinator so that she can quickly identify whether there is a language interpretation/translation services required to be provided by the school or the translation and interpretation unit. Upon evaluation by the coordinator, she determines whether the parent need further assistance with translation and or oral interpretation. If the parent does not speak Spanish the office makes contact with the translation and interpretation unit for further assistance. The coordinator, parent coordinaor and most of the staff in the main office speak Spanish; which is the major language spoken at our school. They translate or interpret any information to that parent in Spanish. According to our data, the ATS reports, completed HILS forms and LAB-R information shows that Spanish is the major language at PS 333. Any letters send from our school is also provided in English and Spanish.

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.

Currently in our school we have 445 students. Our school student population consists of the following:

- 258 English speaking students
- 193 Spanish
- 1 Mandinka
- 1 Soninke
- 1 Arabic

In order to meet the needs of the different types of languages the school utilizes translation and interpretation unit services provided by the DOE. The school also utilizes the language translation kit for parents to guide the school with providing the necessary support for our parents. The school community which includes administration, teachers and parent coordinator are aware of the language needs of our school via parent newsletters and ats report findings that are discussed in committees.

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.

With the support of our parent coordinator parents are made aware of how to access the translated versions of the Parent Bill of Rights and Family Guide which notifies them of their right to language services. The Parent Bill of Rights can be found at <http://schools.nyc.gov/Parents/NewsInformation/BilloffRights.htm> and the Family Guide can be found at <http://schools.nyc.gov/ParentsFamilies/NYCFamilyGuide.htm>. Parents will be informed in a regular and timely manner via flyers, posters posted at the school entrance and throughout the school and parent coordinator. The school will provide bilingual translation for parent letters, newsletters, and flyers. If the need arise for further assistance the school will make contact with the translation and interpretation unit at the DOE for further assistance. When parents request written letters from the school the school provides the required documents in the language the parents request. If a language other than Spanish or English is required the school will also contact the translation and interpretation unit for further support. Individual Educational Plan (IEPs) are also translated in school in the parent's Native Language so parents are well aware of the educational plan for their child.

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.

Oral interpretation will be provided by the bilingual (Spanish) Parent Coordinator, with the assistance of the Translation and Interpretation Unit as needed. Oral interpretations will be available during curriculum nights, parent meetings, parent workshops and parent-teacher conferences. Since most of our families and a high percentage of our staff are Spanish speaking, it is easy to communicate. For those families that speak other languages the school will reach out to members of the community who would be willing to provide interpretation services during these events or utilize the translation and interpretation services provided by the DOE.

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>.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. All written communication between the home and school is distributed in both English and Spanish. However, in special cases where the language is not English or Spanish we will utilize the resources-language translation and interpretation kit that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Native Language.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.333x The Museum School	DBN: 08x333
Cluster Leader: Debra Maldonado	Network Leader:
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: 60 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: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: P.S.333x will offer a Title 3 after school program for ELLs beginning on December 13 2011 and ending on April 4, 2012. The ESL and Bilingual Coordinator, Special Ed. Bilingual teacher and a common branch teacher will facilitate the program. The NYSESLAT and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on literacy. The purpose of the program is to increase and enhance the literacy and content area skills of ELLs. Using ESL methodologies, the students will strengthen their English skills in the 4 language strands: listening, speaking, reading and writing, thereby, accelerating their overall academic achievement. The program will begin on December 13, 2011 and end on April 4, 2012. It will meet every Tuesday and Wednesdays from 3:30pm and 4:45pm for a total of 30 sessions. 60 students, whose language proficiency is beginner and low intermediate, across the grade k-5 will participate. Priority will also be given to ELL students who have not shown movement or progress in the NYSESLAT and ELA state assessments. Materials will include web based program for ELLs Imagine learning, and Empire Getting ready for NYSESLAT program for ELL/ESL. Instruction will be highly differentiated. Students will primarily work at his/her individual appropriate level but also work in small homogeneous groups design to optimally meet their needs.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Starting the week of December 12, 2011 the teachers (Ms. Casal and Ms. Quinones) will be running the after school program will meet with Ms. Pacheco, the Coordinator for the title 3 program, to discuss the program and they will also begin to analyze pacing guides and schedule for the after school program. They will also receive professional development on analyzing student work and evaluate nyseslat simulations to guide their planning. We will meet once a week (Mondays) to plan and analyze data. The teachers will guide their planning by formal and informal data. Such as weekly and monthly data reports that are provided by the Imagine Learning program. Other forms of data include nyseslat simulations. Teachers will also receive professional development on Jan. 30th, 2012 and Feb. 6, 2012 from our Network. They will receive training from Mr. Luis Quan and other in school house leaders. All teachers of ELL students will be invited to attend. Teachers that will attend: Ms. Quinones, Ms. Casal, Ms. Pacheco, Ms. S. Rodriguez, Ms. Tan, Ms. Valerio, Ms. Hall, Ms. Edwards, Ms. Calzado, Ms. Suarez, Ms. Vasquez and Ms. Cozart. Topics will include analyzing and evaluating student writing on the NYSESLAT and scaffolding nonfiction using the SIOP framework.

Part D: Parental Engagement Activities

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: The parents of those students who will be participating in the title 3 program will be invited to attend the after school program from December 13, 2011 until April 4, 2011, from 3:30pm to 4:45pm with their child. The goal is to have the parents become part of the after school program and also learn English with their child. All the teachers (Ms. Pacheco, Ms. Casal and Ms. Quinones) leading the groups in the Title 3 program will guide the parents as well during instruction. Topics during the after school program will include the writing process, phonemic awareness, and strategies and skills to develop for reading comprehension. Parents will also be invited via email, telephone calls or in writing, to also attend other parent workshops the school offers, ARIS training, how to best support your child with Math and ELA, health, etc. These workshops will be conducted by our Math coach-Rosalinda Finiguerra-Garcia and our ELA coach Ms. Nadia Cruz Perez. The other parent workshops are hosted by our parent coordinator, Luz Gerena.

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. 		

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.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		