



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE VIDA BOGART SCHOOL FOR ALL CHILDREN 352X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75 BRONX 075X352

PRINCIPAL: LOURDES MENDEZ EMAIL: LMENDEZ5@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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
Lourdes Mendez	*Principal or Designee	
Luis M. Garcia	*UFT Chapter Leader or Designee	
Lisnelia Fiugeroa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Mitterbauer	Member/Teacher	
Andrea Marte	Member/Parent	
Wendy Quintanilla	Member/Teacher	
Patricia Priestap	Member/Teacher	
Maureen McCafferty	Member/Teacher	
Audrey Fraser	Member/Paraprofessional	
Deborah Lee	Member/Parent	

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

- **Increase levels of student progress and proficiency in English Language Arts**
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- **By June 2012, there will be an increase in student proficiency in ELA, as evidenced by a 3% increase in students achieving Level 1 to level 2 or higher on state assessments, with a 5% increase in students' raw scores.**

Comprehensive needs assessment

Specifically the progress report reveals that of 114 standard assessment students only 11% were able to score at the required proficiency level of 3 or 4 on the ELA test.

The following table represents the proficiency level in ELA of all students in grades 3 through 8 used in the pilot progress report for 2009:

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	17	4	3	0
4	18	8	3	0
5	2	21	3	0
6	0	10	0	0
7	2	13	4	0
8	2	4	1	0

Based on the information in the table it should be noted that the greatest opportunity to improve overall student proficiency levels is with 5th, 6th, and 7th graders on level 2. Of 5th graders, five students fall just 25/100 below the proficiency level while in the 7th grade, four students fall into the same category of just 25/100 below the proficient mark of Level 3. Among 6th graders, half of those scoring Level 2 (five) were within 25/100 of Level 3 proficiency. Of the balance of students in grades 3, 4, and 8, students scoring at Level 2, only 5 fell within 25/100 of the final. A total of 19 students, representing approximately 20% of the school population taking the test were within 25/100 points of being proficient. It is evident that school resources could have the greatest affect on increasing proficiency when focused on those students performing within 25/100 of Level 3.

The Progress Report also measures the performance of students in the NYSAA program. Currently, the students in the NYSAA are performing at high levels of proficiency both individually and compared to the peer group.

TEST	Percent on LEVEL 3 or 4
ELA	89%

Given the already high performance level of these students it would be considered a reasonable and achievable goal to increase performance in ELA to 95% proficient.

Instructional strategies/activities

- **Review 2010-2010 school progress report—Fall 2011**
- **Review 2010-2011 NY State Assessment scores—Fall 2011**
- **Identify transient students-newly enrolled students—Ongoing throughout the school year**
- **Identify baselines in median growth percentiles—identify students with growth in raw scores within level ranges—Fall 2011**
- **Create/Revise ELA Units of Study and Curriculum Plan; introduce to all teachers- Fall 2011**
- **Provide Professional Development in the Common Core Standards- Fall 2011**
- **Target specific students on the border line of proficiency ratings—Fall 2011**
- **Align budget to implement Inquiry Teams for standardized and alternate assessment programs—Fall 2011**
- **Schedule common planning time—Fall 2011**
- **Renew Headsprout contract—Fall 2011; purchase UNIQUE online learning systems, SMILE, EDEN, McGraw Hill’s SRA and Glencoe’s Learning Expressions-Fall 2011**
- **Identify teachers in need of District 75 professional development; align budget to provide teacher coverage—Ongoing throughout the school year**
- **Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers—Ongoing throughout the school year.**
- **Identify students in need of small group instruction; assign students to teachers doing small group instruction as their administrative period assignment—Fall 2011**
- **Implement Teacher Mentoring Plan by September 30th, 2011**
- **Schedule test preparation for students—Fall 2011**
- **Purchase test preparation materials for Standard Assessment students—Fall 2011**
- **Assess grades 3-5 standard assessment students using McGraw Hill’s Reading SRA Program; assess grades 6-8 in Glencoe’s Literature Expressions; match students in accordance to levels of materials ordered.**
- **Assess both standard assessment and eligible alternate assessment students with ECLAS-grades K through 2—Fall 2011 and Spring 2012**
- **Use Assess standard assessment students, grades 6 through 8 using the Qualitative**
- **Assess all standard assessment students, grades 3-8, with Scantron in the Fall, Winter and Spring.**
- **Review 2009-2010 Acuity data from ARIS; perform Predictive Exams in the fall/winter**
- **Identify lead NYSAA teacher; coordinate meetings across sites; purchase materials in support of NYSAA completion—Fall 2011**
- **Administer Predictive Exams before state assessment exams—Winter and Spring 2012**
- **In September 2011, implement P352X Progress Monitoring, Portfolio and Grading Policy**
- **Train teachers in the use of SANDI-Alternate Assessment Performance Based Assessment**

Strategies to increase parental involvement

- **Develop a monthly calendar of dates, times, and locations of parent workshops.**
- **Involve and speak with parent coordinator**
- **Involve and speak with family engagement network.**
- **Meet and discuss topics that relate to related service providers needs in assisting students**
- **Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets and daily communication logs.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Train staff in Common Core Standards**
- **Purchase all materials to support rigorous student instruction**
- **Enlist trained staff to lead professional development workshops (“brown bag lunches”)**
- **Identify common planning periods for staff to collaborate**
- **Develop a needs assessment**
- **Identify location and provide needed materials for professional developments**
- **Monthly faculty conferences**
- **Calendar of observations, walkthroughs, professional developments, and mentor meetings**
- **Identify experienced staff to work with new teachers**
- **Purchase TEACHSCAPE and develop administrative team, observation rubrics, and walk through rubrics**

Service and program coordination

SMILE: for students in alternate assessment classes grade K-5, develop students’ speaking, reading and writing in an integrated way.

Head sprout: for all students in alternate assessment classes grades K-2, develop students’ success at reading. Through individualized online instruction.

Glencoe Literature Expressions: for students in standard assessment classes, grades 6-8 individualized instruction during the school day to increase reading comprehension, vocabulary, and writing proficiency.

SRA- Decoding and Comprehension: for standard assessment classes, grades 3-8 individual instruction during the school day to increase reading comprehension, decoding, vocabulary, and writing proficiency.

Budget and Resources Alignment

- Purchase Glencoe Literature Expression and McGraw Hill SRA with NYSTL funding
- Purchase HEADSPROUT software with NYSTL funding; purchase SANDI
- Schedule D75 professional development; schedule funds to secure coverage teachers
- Schedule daily common planning as reflected in teachers’ schedules
- Adjust budget to reflect paid preparatory periods for teachers’ to meet beyond common planning administrative periods.
- Align budget to support Inquiry Team per session activities
- Purchase supplies needed in support of SCANTRON, ACUITY PREDICTIVE, NYSAA assessments.
- Purchase SMILE curriculum kits, as needed.
- Adjust schedules and provide coverage for teacher peer reviews of NYSAA assessment binders.

- Interim Scantron Assessment—Fall 2011 and Spring 2012—increase in growth median percentile
- NYSAA ELA assessment reports and NYS ELA exam reports—Spring 2012 result
- Acuity predictive assessment—Winter 2011—5% increase in student response accuracy
- Monthly progress reports through assessment records—Monthly throughout the school year—meeting IEP goal; movement to next goal

- Report cards—Quarterly throughout the school year—progress shown in students moving from emerging to proficiency levels.
- Monthly Student portfolios—Monthly submission of portfolio items—increase in the amount of work submitted for the portfolio
- Head sprout data—quarterly review—analysis done twice per year—5% of students will increase in the number of episodes completed.
- SMILE data reports—twice per year—5% of students participating will movement to the next reading module
- SANDI results—Fall 2011 and Spring 2012—all students moving one level to mastery in 10% deficiency areas

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

- Increase levels of student progress and proficiency in MATH
- By June 2012, there will be an increase in student proficiency in Math, as evidenced by a 3% increase in students achieving from a Level 1 to Level 2 or higher on state assessments, with a 5% increase in students' raw scores.

Comprehensive needs assessment

In MATH, students scored at Level 3 or 4 at only a slightly higher rate resulting in 18% of a total of 112 students having taken the state math exam. The following table represents the proficiency level in MATH of all students in grades 3 through 8 used in the pilot progress report for 2009:

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	9	7	4	1
4	10	14	4	1
5	10	12	2	0
6	1	6	0	0
7	4	9	6	0
8	3	2	1	0

The Progress Report also measures the performance of students in the NYSAA program. Currently, the students in the NYSAA are performing at high levels of proficiency both individually and compared to the peer group.

TEST	Percent on LEVEL 3 or 4
MATH	94%

Given the already high performance level of these students it would be considered a reasonable and achievable goal to increase performance in MATH to 98%.

Instructional strategies/activities

- **Review 2010-2011 school progress report—Fall 2011**
- **Review 2010-2011 NY State Assessment scores—Fall 2011**
- **Identify transient students-newly enrolled students—Ongoing throughout the school year**
- **Identify baselines in median growth percentiles—identify students with growth in raw scores within level ranges—Fall 2011**
- **Target specific students on the border line of proficiency ratings—Fall 2011**
- **Align budget to implement Inquiry Teams for standardized and alternate assessment programs—Fall 2011**
- **Schedule common planning time—Fall 2011**
- **Ensure that core curriculum includes Impact Math and Everyday Math current versions—Fall 2011**
- **Create/Revise MATH Units of Study and Curriculum Plan in alignment with the common core standards; introduce to all teachers- Fall 2011**
- **Provide Professional Development in the Common Core Standards- Fall 2011**
- **Identify teachers in need of District 75 professional development; align budget to provide teacher coverage—Ongoing throughout the school year**
- **Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers—Ongoing throughout the school year**
- **Identify students in need of small group instruction; assign students to teachers doing small group instruction as their administrative period assignment—Fall 2011**
- **Implement Mentoring Plan by September 30th, 2011**
- **Schedule test preparation for students—Fall 2011**
- **Purchase test preparation materials for Standard Assessment students—Fall 2011**
- **Assess grades 3-5 standard assessment students using Everyday Math pre/post chapter assessments—Ongoing throughout the school year**
- **Assess alternate assessment students with SANDI—Fall 2011 and Spring 2012**
- **Assess standard assessment students, grades 6 through 8 through Impact Math pre/post chapter assessments—Ongoing throughout the school year**
- **Purchase AHA MATH-f intervention curriculum for students, grades K-8, in standard and alternate assessment programs-web based—Fall 2011**
- **Continue use of ABLENET's EQUAL MATH PROGRAM for alternate assessment classrooms—Fall 2011**
- **Purchase MCGraw Hill's NUMBER WORLDS for Standard Assessment students**
- **Assess all standard assessment students, grades 3-8, with Scantron in the Fall, Winter and Spring**
- **Review 2010-2011 Acuity data from ARIS; perform Predictive Exams in the fall/winter 2011-2012; ongoing throughout the school year**

- **Identify lead NYSAA teacher; coordinate meetings across sites; purchase materials in support of NYSAA completion—Fall 2011**
- **Administer Predictive Exams before state assessment exams—Spring 2012**
- **In September 2011, implement P352X Progress Monitoring, Portfolio and Grading Policy**
- **Train teachers in the use of SANDI-Alternate Assessment Performance Based Assessment**

Strategies to increase parental involvement

- Develop a monthly calendar of dates, times, and locations of parent workshops.
- Involve and speak with parent coordinator
- Involve and speak with family engagement network.
- Meet and discuss topics that relate to related service providers needs in assisting students
Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets and daily communication logs.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Train staff in Common Core Standards**
- **Purchase all materials to support rigorous student instruction**
- **Enlist trained staff to lead professional development workshops (“brown bag lunches”)**
- **Identify common planning periods for staff to collaborate**
- **Develop a needs assessment**
- **Identify location and provide needed materials for professional developments**
- **Monthly faculty conferences**
- **Calendar of observations, walkthroughs, professional developments, and mentor meetings**
- **Identify experienced staff to work with new teachers**
- **Purchase TEACHSCAPE and develop administrative team, observation rubrics, and walk through rubrics**

Service and program coordination

Everyday Math: for our standard assessment classrooms K-5 allows our students to have real life scenarios to teach math concepts, this is done in small group, one-to-one and individual instruction.

SRA Number Worlds: for students in standard assessment classes, grades 6-8 to teach math concepts, this is done in small group, one-to-one and individual instruction.

Budget and resources alignment

- Explore the provision of funds to purchase computerized math intervention program
- Purchase test prep books with NYSTL funds
- Schedule D75 professional development; schedule funds to secure coverage teachers.
- Schedule daily common planning as reflected in teachers’ schedules
- Adjust budget to reflect paid preparatory periods for teachers to meet beyond common planning administrative periods.
- Align budget to support Inquiry Team per session activities
- Align budget to purchase NUMBER WORLDS, AHA MATH and SANDI Assessments
- Purchase supplies needed in support of SCANTRON, ACUITY PREDICTIVE, NYSAA assessments.

- Purchase additional math manipulative for alternate assessment classrooms.

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

Annual Goal #3:

- Increase levels of students progress and proficiency in Communication Skills.
- By June 2012, there will be an increase in alternate assessment student communication skills-across expressive or receptive language skills-as evidence by a 5% increase in students moving one level across the SANDI COMMUNICATION RATING SCALE.
-

Comprehensive needs assessment

SANDI (Student Annual Needs Determination Inventory) was purchased for each student in alternate assessment classes. SANDI measures student’s current levels of performance across the area of reading, writing, math and communication as it relates to student’s functional skills. In the area of communication, students were assessed for performance levels across 64 receptive and expressive performance skills. The following table summarizes the performance levels of all students based on the SANDI scoring key (I=Independent Performance, S=Supported Performance, E=Engaged, N=Not Engaged).

	N=NOT ENGAGED	E=ENGAGED	S=SUPPORTED	I=INDEPENDENT
RECEPTIVE LANGUAGE <i>(ITEMS #1-6,10,15,22-25,30-31,40,45,50,51,52,54,55,59)</i>	471	320	328	2129
EXPRESSIVE LANGUAGE <i>(ITEMS # 7-9,11-14,16-21,26-29,32-39,41-44,46-49,53,56-58,60-64)</i>	1,291	749	746	2,598

Instructional strategies/activities

- **Purchase SANDI Assessment.**
- **Administrators and teacher collaborating to identify student's mode of communication.**
- **Review IEP goals to ensure alignment between SANDI results and IEP goals.**
- **Regularly scheduled meetings of administrators, speech providers, and teachers as evidenced by agendas and sign in sheets.**
- **Training provided in the use of SANDI, AAC devices, and PECS for staff provided by District 75 coaches and speech department as evidenced by agendas and sign in sheets.**
- **Communication training provided to parents by staff as evidenced by agendas and sign in sheets.**

Strategies to increase parental involvement

- **Develop a monthly calendar of dates, times, and locations of parent workshops.**
- **Involve and speak with parent coordinator**
- **Involve and speak with family engagement network.**
- **Meet and discuss topics that relate to related service providers needs in assisting students**
Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets and daily communication logs.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Train staff in Common Core Standards**
- **Purchase all materials to support rigorous student instruction**
- **Enlist trained staff to lead professional development workshops ("brown bag lunches")**
- **Identify common planning periods for staff to collaborate**
- **Develop a needs assessment**
- **Identify location and provide needed materials for professional developments**
- **Monthly faculty conferences**
- **Calendar of observations, walkthroughs, professional developments, and mentor meetings**
- **Identify experienced staff to work with new teachers**
- **Purchase TEACHSCAPE and develop administrative team, observation rubrics, and walk through rubrics**
- **Evidence teachers and speech providers communicating about student performance**
- **Evidence progress monitoring of all students receiving speech services.**

Service and program coordination

- **Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure**

optimal classroom performances of students, use of devices is individualized to student need

- **Evidence teachers and speech providers communicating about student performance and working together**
- **Evidence progress monitoring of speech service**

Budget and resources alignment

- Purchase SANDI and have speech providers complete the communication component to assess students in their caseload.
- Purchase Unique along with Symbol Styx for teachers and related service providers to support communication through instruction.
- Provide teachers and related service providers access to Mayer Johnson board maker.
- I-Pads purchased and communication applications to work with students.

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	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	27	27	27	27	27	0
1	89	89	89	89	89	0
2	24	24	24	24	24	0
3	17	16	17	17	17	0
4	30	34	34	34	34	0
5	33	36	36	36	36	0
6	12	12	12	12	12	12
7	16	16	16	16	16	16
8	16	16	16	16	16	16
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: SMILE Head sprout Glencoe Literature Expressions SRA- Decoding and Comprehension	SMILE: for students in alternate assessment classes grade K-5, develop students' speaking, reading and writing in an integrated way. Head sprout: for all students in alternate assessment classes grades K-2, develop students' success at reading. Through individualized online instruction. Glencoe Literature Expressions: for students in standard assessment classes, grades 6-8 individualized instruction during the school day to increase reading comprehension, vocabulary, and writing proficiency. SRA- Decoding and Comprehension: for standard assessment classes, grades 3-8 individual instruction during the school day to increase reading comprehension, decoding, vocabulary, and writing proficiency.
Mathematics: Everyday Math SRA Number Worlds	Mathematics: Everyday Math SRA Number Worlds
At-risk Services provided by the Guidance Counselor TCI FBA Adaptive Communication Devices	Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, services provided during the school day, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to this intervention services, services provided individually or in small groups of no more than three students. Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students, use of devices is individualized to student needs
At-risk Services provided by the School Psychologist TCI FBA	Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, services provided during the school day, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are

<p>Adaptive Communication Devices</p>	<p>integral to this intervention services, services provided individually or in small groups of no more than three students. Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students, use of devices is individualized to student needs</p>
<p>At-risk Services provided by the Social Worker TCI FBA Adaptive Communication Devices</p>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, services provided during the school day, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to this intervention services, services provided individually or in small groups of no more than three students. Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students, use of devices is individualized to student needs</p>
<p>At-risk Health-related Services Astor Day Treatment Clinicians and Medical Professionals.</p>	<p>Students in the Astor Day Treatment program, grades 6-8, receive individual psychiatric and clinical support throughout the school day. Teacher schedules reflect weekly meetings with clinicians in the treatment of students with severe emotional disturbances in order to ensure positive students academic outcomes.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader GARY HECHT	District 75	Borough Bronx	School Number 352
School Name THE VIDA BOGART SCHOOL FOR ALL CHILDREN			

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

Principal LOURDES MENDEZ	Assistant Principal Christina Proscia
Coach	Coach
ESL Teacher SAMARY RODRIGUEZ	Guidance Counselor
Teacher/Subject Area GINA PESCA	Parent
Teacher/Subject Area STEVE GIORDANO	Parent Coordinator
Related Service Provider JOCELYN HERNANDEZ/SPEECH	Other
Network Leader type here	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	340	Total Number of ELLs	63	ELLs as share of total student population (%)	18.53%
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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. 

Upon entering P352X, we make every effort to provide the best possible educational experience for our incoming students. To begin this process, we provide orientation for prospective and incoming students. The parents are then asked to complete the intake packet, which includes the Home Language Identification Survey. Prior to completing the survey, the parents are asked by staff completing the interview their native language; staff responsible for assisting parents/guardians in the completion of the portion of the intake packet include unit coordinators, school aides and the parent coordinator. All staff responsible for the completion of the HLIS are bilingual-English and Spanish. These individuals include coordinator Miriam Martinez, school aides Cindy Hernandez and Cherrylee Jimenez. If the parent states a language other than English, besides providing them with the survey in their native language, our organization attempts to provide the parent with someone who is fluent in their native language to conduct the interview. Once the survey is completed, the unit coordinator notifies the ESL teachers that they received a Home Language Survey in a language other than English. At this time, the ESL teachers screen the survey and administer the LAB-R to the student within ten days of the child being present in school. Students in need of Spanish LAB R administration receive the assessment in Spanish by the bilingual ESL teacher. Both ESL teachers are bilingual; one is bilingual English and Spanish, the other is bilingual English and Russian. We send entitlement letters to parents with the student to inform them that their child is entitled to ESL based on LAB-R results; a parent workshop is organized where we inform parents of the different ESL models that could be used at school--transitional bilingual, dual language and free standing. Currently, we have a free standing ESL program. For District 75, parents are also informed of ESL structures at the CSE level; the CSE aligns ESL programs with parent requests. Entitlement letters are stored at this school, including parent surveys and program selection forms which are thoroughly explained at parent workshops.

Steps taken to evaluate ELL's using NYSESLAT include identifying students in need of NYSESLAT testing. The following ATS reports are used for this purpose- REXH, RLA, RLAB and RLER. All students K-8, standardized and alternate assessments are tested if the exam history reports shows performance level of B (beginner), I (intermediate), A(advance). Kindergarten students with no exam history are cross referenced using the RLAB report. From there, the ESL teachers -Samary Rodriguez and Elena Eras- administer the NYSESLAT first the speaking component, next the listening, and then reading and writing components. All test components are administered on different dates. Parents are notified of test dates in order to ensure student attendance. Students must take all four components of the NYSESLAT every year until they've earned a P (passing) level.

Options for special education ELL students are discussed during the Educational Planning Conference (EPC) at the Committee on Special Education (CSE). For District 75 students, the process for identifying ELL's is done at the CSE level first. Parents are provided with a detailed description of the programs available to ELL students and the options available to their children based on the child's IEP. All students that are entitled to ESL services have received entitlement letters, making the parents aware of the services provided by the school. Once the student has been identified as an ELL, we review the student's Home Language Survey, IEP and CAP information in order to ensure the student is in need of the services. Immediately following this procedure, the ESL teacher begins supporting the student with their appropriate native language support with the help of all of the individuals that service this student. Based on the students' IEP, an explanation is given to the parents on the number and duration of ESL services that the child will receive in school. Parents are given the opportunity to communicate any concerns and/or cultural customs and traditions that may be helpful in

providing the best educational experience for their child.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	63
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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. ①

	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	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	2	54	9	0	9	0	0	0	63
Total	54	2	54	9	0	9	0	0	0	63
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	19	4	5	10	10	2							59
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other						1								1
TOTAL	9	21	4	5	10	12	2	0	0	0	0	0	0	63

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

In order to accommodate the learning needs of our ELL students at P352X, the organization model used by the school includes both a push-in and pull-out program. In the push-in model, the ESL teacher collaborates with the classroom teacher. Program model for the pull out component includes grouping students in cluster grades-K-2, 3-5, 6-8- in the same proficiency level--homogeneous. For the 2011-2012 school year, our ESL teachers will be implementing our units of study in the areas of instruction in English Language Arts, Math, Science, and Social Studies. The curriculum, which is integrated in most ESL lessons, is intended to meet the cognitive needs of each student through Total Physical Response (TPR), multi-sensory activities, art, music, and literacy, in addition to the four modalities of communication--listening, speaking, reading and writing. All students who performed at the beginning or intermediate levels based on past NYSESLAT scores, receive 360 minutes of instruction, grades K-8. Kindergarten students with no NYSESLAT exam history, receive the 360 minutes as well. In accordance with CR-PART 154, students who scored advanced on the NYSESLAT receive 180 minutes. Our ESL teachers follow the NYS Common Core Standards and integrate ESL strategies such as TPR, Language Experience, Scaffolding Techniques, and graphic organizers in order to ensure that students are meeting standards required by state and local assessments. The needs and strengths of our ELL students are addressed through the LAP. While working with alternate assessment students, the focus pertains to expressive language through PECS, Mayer Johnson symbols, and/or speech therapy strategies used to encourage verbal communication. Read alouds and tasks are designed to assess reading comprehension across all academic curriculum areas. In order to ensure that ELL's are appropriately evaluated in their native language, proper staff proficient in the student's native language administers the LAB-R. Our instructional programs include P352X units of study, along with assessment tools, to focus on specific reading and writing skills in English. P352X currently has students that are identified as SIFE, newcomers, and long term ELLs. For SIFE students, re-introducing the students to current school practices is first. If a LAB-R was never administered to the student deemed SIFE, then that is the first action taken. Students with 0-3 years of ESL services are considered newcomers. Longterms, SIFE and newcomers are provided with native language support, academic intervention services (AIS), a school orientation, augmentative communication devices, Picture Exchange Communication System (PECS), TPR, and the P352X units of study. Our curriculum also includes additional instructional support through music, technology, and art. Students receiving services for more than 4 but less than 6 years are being supported through small group and individual instruction, in addition to specific curriculum programs that further develop students' literacy skills. Currently, we do not have students receiving services beyond six years. Parent orientations, review of student and parent handbooks, and translators are made available to ensure understanding for our SIFE and newcomers. The initial assessment (SANDI and Scantron) are administered and overseen by the ESL teacher to ensure that the results are not skewed due to lack of language. To ensure proper ESL services, our ESL teachers review the Home Language Identification Survey, IEP and CAP information. Additional support through AIS is given to our long term ELL students. ELL students are also supported through our Title III afterschool program. P352X focuses on the TEACCH and workshop model of instruction while working with long term ELL's. The teaching methodologies include small group instruction for

A. Programming and Scheduling Information

students with individual instruction throughout the day. The schedules of ESL teachers include sessions of pushing into the classroom and collaborating with the classroom teacher, in addition to pulling out students for individual ESL instruction.

In order to ensure that students receiving ESL services are inclusive in the general education environment, P352X partners with the general education school that each P352X site is housed. P352X students are included in general education school celebrations, share the cafeteria in both breakfast and lunch with general education students, and are considered for SETTS inclusion classes that are at two of the P352X sites. Flexibility is afforded to both ESL teachers in their scheduling in order to support ESL students in inclusive activities.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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?

P352X has established units of study in literacy, math, science and social studies all aligned with the state Common Core Standards. Literacy programs in alternate assessment programs used by teachers in support of these units of study include HEADSPROUT, EDEN CURRICULUM, SMILE READING INTERVENTION and UNIQUE---all research based literacy programs designed to target deficiency areas in literacy. Literacy skills emphasize language development across monthly themes throughout the school year. Content area curriculum include the citywide social studies textbook core curriculum and the science core curriculum. Art instruction is based on thematic units--printmaking, bookmaking, stampart, and foiling. All curriculum is in English; any native language support needed is given by classroom personnel--classroom teacher and/or paraprofessional--and the ESL teachers.

ELLs are afforded equal access to all school programs throughout the school day and in supplemental programs. Title III funds are used to support an afterschool program to supplement instruction during the school day. The ESL teacher and paraprofessionals deliver instruction in the afterschool program using ETA Center Stage literacy. Selection of ESL students to the program is based on timeliness of submission of application by parent/guardian.

Throughout the school day ELLs participate, as evidenced in student schedules, in all content area activities such as art, physical education, technology and instructional breakfast and lunch.

For students reaching proficiency on the NYSESLAT, P352X extends home and parental support in order to maintain the literacy skills acquired by the student. Although ESL support services may be reduced or eliminated due to proficiency, related service providers such as speech teachers, will continue to develop the literacy skills. According to the student's IEP, students who are no longer requiring ESL or Bilingual services are supported for two years of ESL services. Multi-sensory methods and materials are being implemented in classrooms through the use of technology. Instruction for ESL students in support through the use of technology such as computers, IPADS, laptops and smart-boards. In addition to the technology component, think-pair share and graphic organizers, cooperative learning projects and field trips will address the needs of our ELL students. Communication devices are also provided to our students with limited verbal communication.

Multicultural library books and the use of technology follow our P352X units of study which support literacy instruction. All instruction provided to our ELL's addresses their age and grade level abilities. For students in both alternate and standard assessment programs, test accommodations are detailed in the student's IEP's and honored during the administration of all state exams.

For the coming school year, special attention to reading and writing will be afforded to ESL students through programs such as the SMILE program, the HEADSPROUT reading program, ETA CUINENAIRE CENTER STAGE LITERACY, the EDEN curriculum and UNIQUE NEWS FOR YOU. All programs are for students grades K-8 and research based. Currently, no program will be discontinued. Based on NYSESLAT results, 80% of students scored at the beginning levels; 20% intermediate. As an elementary and middle school, we currently do not offer any language electives to our ELL's.

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 the target language instruction (in addition to the other)?

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.

The District provided our ESL teachers working with ELL students the following workshops: SEPTEMBER 16th, 2011---ESL COMPLIANCE. In addition to district professional development, weekly planning meetings are scheduled for P352X teachers and administrators. At these meetings, the ESL teachers are given the opportunity to participate in curriculum common planning, sharing assesment results, and discussing the needs of the ELL students in the classroom and school-wide environment. District 75 is providing the following professional development sessions that both ESL teachers will be attending:

--Institute Series: Session #2 Structure in Behavior Management for ELL's with Disabilities---January 13, 2012

--New ELL Teacher Professional Development Institute Series: Session #3: Adapted Books for ELL's with Disabilities, Part 1--February 28th, 2012

--New ELL Teacher Professional Development Institute Series: Session #4: Adapted Books for ELL's with Disabilities, Part 2--April 27th, 2012

--ELL Compliance Professional Development Institute Series: Session #3: Administration of the NYSESLAT 2012--April 3rd, 2012

School administrators are supported in the areas of ESL professional development by both ESL teachers. Both ESL teachers turnkey compliance directives and instructional best practices to all assistant principals.

All special education teachers, classroom and clusters, all paraprofessionals and related service providers, working with ELLs and not working with ELLs, receive ESL professional development throughout the school year. All school staff, including all staff responsible for the home language surveys (parent coordinators and secretaries) receive a 90 minute overview of the P352X ESL procedures for SIFE, newcomers and long term ELLs on September 6th, 2011--staff orientation. During election day professional development, November 8th, 2011 and Chancellor's PD Day June 2012, will receive 90 minute professional development in ELL instruction during each PD day. The additional time needed for Jose P compliance will be met during professional development two 50 minute sessions in January 2012 and February 2012 where all staff will be in attendance as well.

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?

On going information in their home languages is provided to parents of ELL'S by the parent coordinator. The parent coordinator is also providing training for parents on different aspects of their child's education, such as outside supports in their local community, home activities to support learning, and parent need surveys. P352X's goals is to increase parent outreach by offering parent workshops monthly. At this time, P352X does not currently partner with any community based organizations.

Additional parent involvement in the school include parent participation in the School Leadership Team and the Parent Association--open to all parents, including parents of ELLs to attend. The parent association coordinates fund raisers, monthly parent association meetings and workshops in support of families with children with special needs; parents of ELL students are invited. School staff is used for translation services first; if no school staff is available, then external translation services is contracted. Every P352X site has monthly parent workshops afforded to all parents to attend,organized by site administrators; parents of ELLs are invited.

The needs of the parents is identified by outreach done by the parent association to all parents, parent surveys results and contacts done by site coordinators to parents of students specific at sites. All translation is done in-house; if a specific language is not available, then we contract translation services.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	20	3	5	10	10	1							58
Intermediate(I)		1				2	1							4
Advanced (A)			1											1
Total	9	21	4	5	10	12	2	0	0	0	0	0	0	63

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	18	3	4	7	7	1						
	I		2			2								
	A		1		1	1	5	1						
	P			1										
READING/ WRITING	B	9	17	3	5	10	10	1						
	I		2				2	1						
	A		1	1										
	P		1											

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	2	1	0	16
4	21	7	1	0	29
5	23	8	1	0	32
6	9	5	1	0	15
7	10	4	0	0	14
8	8	6	0	0	14
NYSAA Bilingual Spe Ed			2	25	27

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		4		1		0		15
4	9		16		4		0		29

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	15		13		4		0		32
6	13		2		0		0		15
7	7		7		0		0		14
8	10		3		0		0		13
NYSAA Bilingual Spe Ed			1		2		24		27

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		13		10		27
8	5		6		0		0		11
NYSAA Bilingual Spe Ed	2		0		3		36		41

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

Native Language Tests

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

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

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

Alternate assessment students are assessed using the SANDI Assessment in the following areas: reading, writing, math and communication. The reading component has activities to engage students in a listening activity. Data reflects that alternate assessment students perform better in listening activities rather than reading because it requires non-verbal responses.

All ELL students participated in NYSESLAT. The data shows that 58 students scored at the beginning levels, 4 at intermediate and 1 at advance levels. The pattern across modalities, over the past 3 years, shows the following: students that took grades K-2 improved more in listening than speaking; while students that took levels 3-8 did better in speaking and listening. All grades appeared to have difficulty in reading and writing. All students in alternate assessment participate in NYSAA. Teachers are instructed to assess the students in ELA, Math and Science. According to the child's grade level and birth date, teachers select AGLI's for NYSAA designed by NYSED. The AGLI 's are designed to meet each student's IEP goals. As a result, tasks are generated according to the student's abilities. Participation is measured in the learner's ability to follow directions and complete tasks. Results of NYSAA assessments, SANDI growth from the fall assessment and the spring assessment and progress in state exams helps administrators evaluate the program success for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P352X**School DBN: 75X352****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lourdes Mendez	Principal		10/13/11
Christina Proscia	Assistant Principal		10/13/11
	Parent Coordinator		
Samary Rodriguez	ESL Teacher		10/13/11
	Parent		
Steve Giordano	Teacher/Subject Area		10/13/11
Gina Pesca	Teacher/Subject Area		10/13/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75X352 **School Name:** THE VIDA BOGART SCHOOL

Cluster: D75 **Network:** 1

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.

The RHLA Home Language Report off ATS is used to determine specific needs for translation services. For the 2011-2012 school year within ten days of student's enrollment the Home Language Survey must be completed and primary language should be entered within 30 days of enrollment on ATS. The survey will be cross-referenced with the RHLA and RPOB report off ATS. RPOB lists Home Language Survey results, place of birth data and geographical data for each student in the school. The RHLA summarizes the RPOB data in table format for schools to easily reference. The school uses the RPOB, RHLA, The home Language Survey and the P352X intake packet to determine the primary language spoken by each parent/guardian. These records are maintained in student cumulative file and students blue emergency card.

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.

The home language survey, together with the RPOB and the P352X intake packet provides the school with the following data indicating parent/guardian's primary languages as summarized below:

Language	K	1	2	3	4	5	6	7	8	Total	Written Translation Needed	Oral Translation Needed
Bengali		1								1	NO	NO
Cantonese	1									1	NO	NO
English	29	59	16	26	46	55	10	17	12	270	N/A	N/A
French					1				1		NO	NO
Mandarin						1				1	NO	NO
Punjabi		1								1	NO	NO
Soninke					1					1	NO	NO

Spanish	11	20	5	5	12	16	3		1	73	47 Need	68 Need
Unknown										0		
Totals	41	81	21	31	59	73	13	17	13	349		

The RHLA for the 2011-2012 school year shows that in house staff can be used to accommodate needs of Spanish speaking families in both oral and written translation needs. Out of 349 students on register, 270 reported English as their home language, 73 reported Spanish as their home language, 1 family reported Bengali as their home language, and one family each reported the following languages as their home language- Cantonese, French, Mandarin, Punjabi and Soninke. P352X intake packet evidences that only parents who sited Spanish as their primary language in the home survey required written and/or oral translation/interpretation-specifically 47 needed written and 68 needed oral. Site Unit Coordinators, school aides and parent coordinator have informed families of interpretation services, however translation services have not been needed. Site Unit Coordinators are reminded to request translation services of languages through the school's parent coordinator for any new intakes. The school community is informed of above oral/written translation/interpretation needs through the school's parent coordinator, ARIS, IEP's, ATS information, and copies of emergency cards given to all staff members.

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.

Written translation services in Spanish will be provided in-house by school staff. Parent/guardian's are given the Bill of Parents Rights and Responsibilities in their native language during the P352X intake process. Routine memorandums to parents such as; days of student non attendance (based on New York City Department of Education's city-wide school calendar) are written and translated in the summer in preparation for the coming school year. Standard Department of Education forms that are needed in the intake process are ordered in languages necessary during the summer planning for the new school year. As documents arise during the school year in need of translation, within one week's time the documents are translated in-house in Spanish.

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 translation services in Spanish will be provided in-house by school staff during IEP meetings, Parent Teacher Conferences, parent workshops and any/all functions hosted by P352X.

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>.

For the 2011-2012 school year, P352X will notify parents in writing during the first 30 days of the school year, or 30 days of the initial intake for new students, of their rights to translation and interpretation services. The school will post this information on parent bulletin boards together with instructions on how to obtain translation services.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: Most current ELL students are alternate assessment students, specifically diagnosed with Autism. Targeted instruction will be afforded to this population of students due to severe behavioral, social and communication needs. Supplemental guidance will be given to increase literacy skills through activities and curriculum programs designed to enhance communication, through ABA instruction. The school does not offer an ABA program during the school day. Supplemental program will establish an evidence-based autism program complete with brief skills checklist to assess each student's current level of performance, and generate individualized program goals. Teacher providing supplemental instruction will be able to access teaching interventions, and follow a customized curriculum path based on ongoing assessment. Through this supplemental program, the school will be able to integrate already existing assessment tools into the supplemental program assessment.

Subgroups and grade levels of students to be served: The 2011-2012 after school supplemental instructional program will be afforded to six students K-2 with an IEP classification of Autism.

Schedule and Duration: The 2011-2012 after school supplemental instructional program will run from January 17th, 2012 to March 29th, 2012 for a total of 10 weeks. The program will be held every Tuesday and Thursday from 3:10pm to 6:10pm throughout the 10 week span for a total of 20 sessions. The program will be held on the following dates: January 17th, 2012, January 19th, 2012, January 24th, 2012, January 26th, 2012, January 31st, 2012, February 2nd, 2012, February 7th, 2012, February 9th, 2012, February 14th, 2012, February 16th, 2012, February 28th, 2012, March 1st, 2012, March 6th, 2012, March 8th, 2012, March 13th, 2012, March 15th, 2012, March 20th, 2012, March 22nd, 2012, March 27th, 2012, March 29th, 2012.

Language of Instruction: After school supplemental program will be in English.

and Types of Certified Teachers: One ESL certified teacher.

Materials: Curriculum: Materials used will be from company- RETHINK AUTISM-WEB BASED AUTISM TREATMENT PLATFORM FOR ORGANIZATIONS.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Rationale: In order to improve teaching and learning in all subject areas, the proposed supplemental program from the company RETHINK AUTISM-WEB BASED AUTISM TREATMENT PLATFORM FOR ORGANIZATIONS-will include professional development to train staff on Applied Behavior Analysis, in addition to analyzing test performance data. Training provided is based on the latest evidence-based practices which can be applied throughout the supplemental program and in the classroom supporting these students throughout the school day.

Teachers to Receive Training: ESL teacher providing the supplemental program; administrator supervising program; paraprofessional assisting the ESL teacher during the supplemental program.

Schedule and Duration:

January 18th, 2012 from 3:10pm to 5:10pm--two hours; March 7th, 2012 from 3:10pm to 5:10pm--two hours.

Topics to be Covered: Training and application of Applied Behavior Analysis; Using Performance Reports to Improve Instruction; Real Classroom Connection--integrating literacy skills with ABA methodologies.

Name of Provider: A representative of the company RETHINK AUTISM.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: To enrich parent engagement activities, a representative of the company RETHINK AUTISM will provide training in January 2012 and March 2012 in Applied Behavior Analysis to parents. Specifically, parents will be trained on how to incorporate ABA methodologies to improve daily living skills throughout the child's home-life. The creation of chore lists and how communication can be fostered throughout activities centered around the student's home will be examined.

Schedule and Duration: January 18th, 2012 from 3:10pm to 5:10pm --two hours; March 7th, 2012 3:10pm to 5:10pm -- two hours.

Part D: Parental Engagement Activities

Topics to Be Covered: Applied Behavior Analysis; Creation of Chore Lists; How to Increase Communication throughout the Home-Life.

Name of Provider: A representative of the company-RETHINK AUTISM

How Parents will Be Notified: Notification will be done through flyers, parent phone outreach, reminders throughout monthly parent workshops at each site.

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Part E: Budget

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

Allocation Amount: \$11200

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 	6821	1 teacher X 6hours/week x 10 weeks X 49.89 per session rate= 2993.40 1 paraprofessional X 6 hours/week X 10 weeks X 28.98=1738.80 1 administrator X 4 hours/week X 10 weeks X 52.21= 2088.40
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1930	PROFESSIONAL DEVELOPMENT SESSION and PARENT WORKSHOPS Rethink Autism--Two Sessions
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 	2149	RETHINK AUTISM-WEB BASED AUTISM TREATMENT PLATFORM FOR ORGANIZATIONS

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel		
Other	300	Refreshments for parent workshops
TOTAL	11200	