



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** P723X

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75X723

**PRINCIPAL:** CHRISTINE WALSH    **EMAIL:** CWALSH3@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
Christine Walsh	*Principal or Designee	
Ricardo Hoyen	*UFT Chapter Leader or Designee	
Lisa Colon	*PA/PTA President or Designated Co-President	
Yesenia Minaya	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	
Natalie Ortiz	Member/Parent	
Gloria Corsino	Member/Parent	
Mamadou Sanoussi	Member/Parent	
Irene Larbi	Member/Parent	
Lillian Edwards	Member/CSA	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 2012, all classroom teachers will be a part of an ELA professional learning community for students in standardized and alternate assessment, in grades K-12, that will result in a 5 % increase in writing skills as measured by the Developmental Writing Continuum.

### **Comprehensive needs assessment**

A review of the 2011 NYS ELA assessments indicate that 74% of students scored a Level 1 and 24% of students scored a Level 2. A review of student work during walkthroughs indicates that students are not meeting grade level standards as indicated by the Developmental Writing Continuum and portfolio review. The need to improve student outcomes in ELA, in alignment with Citywide Expectations in ELA, identifies the need for students to be able to read and analyze informational texts and write opinions/arguments. Barriers that impede continuous improvement include the lack of continuously enrolled students and students experiencing multiple school placements.

### **Instructional strategies/activities**

In September, administration will meet to review the writing summary sheets from the previous year and the 2011 NYS ELA Assessment results. Administration will develop a time line of rolling out the writing program for alternate and standardized classes. In September, Literacy Coach support from D75 will be requested to assist teachers of standardized and alternate assessment students with the writing process. A writing packet with references will be distributed and discussed during the November Professional Development conference. In addition, staff will bring writing samples and begin the discussion about looking at student work and identifying next steps. In December, and on a monthly basis, each site will begin to look at student work and share best practices and next steps in order to move students along the writing continuum. An inquiry team leader will be assigned and will provide feedback to the site supervisor about the writing program. Assistant Principals will collect information from the inquiry meetings and report back to the Principal on a monthly basis. Administration will provide support based upon review of the inquiry teams minutes and student work. In March, administration will review progress towards meeting the goal and look for a 2 ½% increase as measured by the Developmental Writing Continuum. During monthly walkthroughs and observations, administration will review student progress in writing. In June, administration will review and summarize the results of student progress using the Developmental Writing Continuum.

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

Parents will be informed of the writing initiative during PA and SLT meetings and through school newsletters and the SCEP. Writing strategies to use at home will be posted on the school website. Parent Coordinator will offer a parent workshop on the writing process.

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

Lead teachers will be identified at each site to serve as the Learning Community/Inquiry Team Leader. Lead teachers will work with instructional staff to facilitate an understanding of the writing process, the importance and benefits of the learning community and strategies to improve student outcomes. Teachers will receive support in order to successfully implement the writing program from the District and School-Based Coach. On-line resources and other supportive materials will be provided.

**Service and program coordination**

ARRA, RTTT funding is being used to develop instructional strategies in order to improve student work.

**Budget and resources alignment**

FY'12 Funding sources include: Citywide Instructional Expectations, Data Specialist Funding, OTPS, and State Standards. Funds will cover professional development, prep and per session coverage, per-diem coverage and materials/resources for the school community.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

By June 2012, administration will complete monthly walkthroughs and bi-monthly informal/formal observations for all teachers, using a research based rubric, which will provide teachers with more effective and targeted instructional strategies, as evidenced by increased student engagement as measured by low-inference observations.

**Comprehensive needs assessment**

The 2011 NYS ELA assessment results, for students in grades 3 -8, indicate that 74% of students scored a level 1 and 24% of students scored a level 2. The 2011 NYS Mathematics assessment results, for students in grade 3-8, indicates that 67% of students scored a level 1 and 30% of students scored a level 2. The results indicate a need to improve instructional practices that will lead to improved student outcomes. As aligned with the Citywide instructional Expectations to improve teacher effectiveness, there is a need for our school to use the Danielson research based rubric to rate teacher effectiveness. Barriers that impede continuous improvement include the lack of continuously enrolled students and students experiencing multiple school placements.

**Instructional strategies/activities**

Administration will meet in August and September to identify Danielson domains and checklists to use during teacher observations and walkthroughs. Instructional staff will be introduced to the Common Core Standards in September and the Danielson Model of Teacher Effectiveness. In September, each administrator will set a schedule of informal and formal observations. During classroom visits, administrators will monitor low inference data collection procedures (point sheets, report cards, progress towards meeting IEP goals) to assess progress towards increasing student engagement. In October, administration will examine feedback and determine common areas of concerns that are noted during the observation cycle. Administration will develop opportunities for inter-visitations and professional development based on teacher needs. . During the November Professional Development conference staff will receive more information on instructional practices and evaluation tools. The principal will monitor the completion of observations/walkthroughs on a monthly basis. Assistant Principals will submit copies of feedback provided to teachers during walkthroughs. OTPS, State Standards, ARRA, RTTT funding will be used to support professional development, inter-visitation coverage, prep coverage and materials.

**Strategies to increase parental involvement**

Parents will be informed of the goal during PA and SLT meetings and through school newsletters and the SCEP. Parents will receive feedback on their child's on-task behavior at Parent/Teacher Conference, IEP meetings, progress reports and daily point sheets.

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

**The use of a research based rubric by Danielson will lead to more highly effective teachers in our school and improved student outcomes. Administrators will meet with teachers to discuss progress towards becoming a highly effective teacher. Teachers will be encouraged and supported to attend Professional Development activities to improve their instructional strategies.**

**Service and program coordination**

ARRA RTTT funds are being used to improve instructional strategies in the areas of professional development and learning communities.

**Budget and resources alignment**

FY'12 Funding includes: OTPS, State Standards, ARRA Citywide Instructional Funds will be used to support professional development, per diem, prep coverage and materials.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

By June 2012 there will be a 5% increase in active parental involvement in their child's education that will result in improved student outcomes as measured by parent outreach, parent participation in IEP meetings, Parent/Teacher conferences, workshops and school events.

#### **Comprehensive needs assessment**

As indicated by the 2010-2011 Learning Environment Survey, parent participation is below the citywide average for District 75 schools. 20% of parents participated in the survey compared with 53% participation in District 75. However, there was an increase in the four identified areas: Academic Expectations, Communication, Engagement, Safety and Respect, which represents the same average as responses for District 75 citywide. Parent participation has increased from 225 during the 2009-2010 school year, to 367 participants during the 2010-2011 school year. Participation is impeded due to several reasons including not being a neighborhood school, students residing in community residences and residential programs, and having eleven sites throughout the Bronx.

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: In August, Principal and Parent Coordinator will review the 2010-2011 Learning Environment Survey. In August 2011, the Principal will send home a "Welcome Letter" to parents in with information about the 2011-2012 school year. In September, Parent Coordinator will send home a parent "Welcome Packet" that includes a parent handbook, immunization requirements, parent survey for workshops and activities, 2011-2012 school calendar, Parent Association information. School Leadership Team information, emergency cards and parent resources. In September, Principal and Parent Coordinator will plan school wide events for the 2011-2012 school year. Each month beginning in September, a calendar of events will be distributed to families. The calendar will be posted on the school website on a monthly basis. In September, Global Connect communication services will be ordered to provide school wide "call outs" for special announcements and reminders about events. Beginning in September, Parent Coordinator will keep a monthly record of outreach to parents and parent attendance at school events. Principal and Parent Coordinator will review parent attendance sheets on a monthly basis. Each site will send a monthly log of parental outreach by school personnel. In February 2012, the Principal and Parent Coordinator will review the number of parents participating in events and check for a 2 ½ % increase from the previous year. Additional events will be planned or revised based on the data reviewed in February. In June, Principal and Parent Coordinator will review school wide parent attendance and the results of the Learning Environment Survey.

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

Parents will be informed of the meetings, events, activities via newsletters, phone calls and website postings. Parent Coordinator will send out a survey to parents to determine their needs and availability to attend workshops.

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

A list of parent resources is provided to all school sites. Parent coordinator is contacted with any parental concerns. Instructional staff is provided with materials to assist during parent/teacher conferences. The role of the parent is explained in the staff and parent handbook. Parental Rights/Procedural Safeguards is provided to parents at all IEP meetings.

**Service and program coordination**

Community Partnerships with Mental Health Programs including Astor Family Services, Jewish Board of Family and Children's Services, Bronx Children's Day Treatment, Parent-to Parent, District 75 President's Council, D75 Parent Support Office,, Resources for Children's with Special Needs, Advocates for Children's, Extended Home Care, Title III funding, P.E.N.C.I.L, , ACS, Bronx Borough President Office are resources that support the various needs of our parents and students. Needs include housing, respite care, legal advice, Medicaid assistance, mental health services, after school programs, summer camps,

**Budget and resources alignment**

Fiscal Year '12 Funding include: OTPS, Parental Coordinator Funding, Title III, Translation Services Funding to support parent participation: food and travel expenses, translated materials,

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, all teachers in grades K-12 will use a school wide data collection portfolio system to monitor student progress that will result in a 5% increase in students' performance in ELA and Math as measured by formative and summative assessments.**

### **Comprehensive needs assessment**

As recommended by the results of the Quality Review, P723X will refine and enhance the data collection systems for all students, to ensure for on-going monitoring of student performance and progress in ELA and Math. The 2011 NYS ELA assessment results, for students in grades 3 -8, indicate that 74% of students scored a level 1 and 24% of students scored a level 2. The 2011 NYS Mathematics assessment results, for students in grade 3-8, indicates that 67% of students scored a level 1 and 30% of students scored a level 2. The outcome of each assessment indicates a need to improve the monitoring of student progress. Monitoring student progress will provide administration with a needs assessment in terms of professional development and other support. Barriers that prevent the school's continuous improvement include the lack of continuously enrolled students, students with multiple home and school placements and the lack of parental involvement.

### **Instructional strategies/activities**

In September administration will develop portfolio guidelines for standardized and alternate assessment classes. Teachers will be provided with a portfolio sample based upon their grade level and assessment type of class. During October's faculty meeting, administration will request feedback on the components of the portfolio. In November, administration will begin to review student and teacher portfolios. School-based coach support will be provided based on the outcome of the review. During monthly walkthroughs and observations, administration will monitor portfolio usage and student progress. A portfolio checklist will be used during the informal and formal observations. Administration will review formative and summative assessment results in the June to determine the effectiveness of the data collection portfolio system.

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

Portfolios will be shared with parents during Parent/Teacher conferences and IEP meetings. Copies of student work will be sent home during the school year.

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

The use of a school wide data collection portfolio system will assist instructional staff with identifying student progress, organizing instructional practices and identifying student needs that will provide the data to support the creation of meaningful IEP goals.

**Service and program coordination**

ARRA and RTTT funds assist the school in improving instructional practices.

**Budget and resources alignment**

Fiscal Year '12 Funding sources include OTPS for materials, coach support, professional development, per session and prep coverage.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	4	4	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	3	5	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	30	31	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	19	32	N/A	N/A	4	2	N/A	N/A
<b>5</b>	53	51	8	N/A	N/A	N/A	N/A	N/A
<b>6</b>	53	54	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	28	38	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	32	41	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	12	16	12	N/A	2	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	3	2	N/A	N/A	N/A
<b>11</b>	2	2	2	2	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
<b>ELA: Wilson</b>  <b>Fundations</b>  <b>Achieve</b>  <b>Great Leaps</b>  <b>Read 180</b>  <b>Headsprout</b>  <b>Ramp-Up</b>  <b>Vizzle</b>  <b>PCI</b>  <b>SMILE</b>  <b>SRA</b>  <b>Handwriting Without Tears</b>	<ul style="list-style-type: none"> <li>• <b>Small group instruction &amp; 1-1: decoding and encoding, sight word fluency, vocabulary, comprehension skills, language development(school day) Gr. 4 -12</b></li> <li>• <b>Small group and 1-1: print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking, speaking/listening skills K-3</b></li> <li>• <b>1-1: web-based program, assessment of reading skills, differentiated instruction, comprehension, vocabulary development, test taking strategies, writing developments (school day and after school)</b></li> <li>• <b>1-1: Assessment on fluency, building fluency skills through drill and practice (school day) K-8</b></li> <li>• <b>Small group and 1-1: Placement test based on Lexile scores, differentiated instruction, sub-skill practice, comprehension skills, decoding, spelling, vocabulary development, writing skills development (school day) Gr. 4-12</b></li> <li>• <b>1:1: Online learning lessons for letter recognition, phonics, decoding, sight word development, fluency, comprehension (school day) Gr. K -5</b></li> <li>• <b>Small group instruction: advanced phonics, fluency and comprehension (school day) Gr. 6-12</b></li> <li>• <b>Small group and 1-1: Software program designed to capitalize on students stronger visual processing skills for interpreting visually based information and their inherent interest in multimedia. The goal is to improve communication skills through a visual mode of instruction. (school day) Gr. K- 8</b></li> <li>• <b>1-1: Reading program for non-readers. Teaches non-readers to recognize site words and common nouns and verbs through visual discrimination. (school day) Gr. 2- 8</b></li> <li>• <b>1-1: Multi-sensory program that engages learners in a sequential program beginning with attention and imitation talk through phoneme and syllable learning, noun vocabulary, additional vocabulary including verbs, adjectives and adverbs leading to simple sentence and then short stories.(school day) PK-12 non speakers, non writers</b></li> <li>• <b>1-1: Phonemic awareness, phonics, fluency, vocabulary, comprehension (school</b></li> </ul>

<p><b>Leapfrog Pads</b></p>	<p>day) Gr. K -6</p> <ul style="list-style-type: none"> <li>• 1-1: Strategies for making legible and fluent handwriting easy an automatic skill for students (school day, after school) Gr. K – 5</li> <li>• 1-1: Phonics, phonological awareness, decoding, vocabulary (school day and after school) Gr. K – 3</li> <li>• 1-1: Pre-alphabetic phonological awareness, letter knowledge, sound/symbol recognition, beginning/ending sounds, syllables, segmentation, sight words, decoding vocabulary, comprehension (school day) Gr. K -12</li> <li>• 1-1: Supports for students requiring communication boards, adapted lessons, materials (school day and after school) Gr. K – 12</li> <li>• 1-1: Visual schedules to facilitate communication skills across all content areas (school day) Gr. K-12</li> </ul> <p>Small group: literacy program that systematically integrates reading, writing, speaking, augmentative communicating and listening for student with cognitive disabilities.</p>
<p><b>Mathematics:</b>  <b>Everyday Math Games</b>  <b>Math Skill Builders</b>  <b>Math Steps</b></p>	<ul style="list-style-type: none"> <li>• Small group and one-to-one: Drill exercises to build number facts and operational skills ( during school day) Gr. K – 5</li> <li>• One-to-one: Address struggling students in mastery of math skills including test preparation (during school day) Gr. 6 – 8</li> <li>• Small group and one-to-one: Basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents (during school day) Gr. K -12</li> </ul>
<p><b>Science:</b>  <b>Brain Pop</b>  <b>Mobile Science Cart</b>  <b>Discovery Learning</b>  <b>Achieve 3000</b>  <b>Urban Advantage</b></p>	<ul style="list-style-type: none"> <li>• Small group and one-to-one: Web-based program that reinforces science concepts through animation, vocabulary development, experiments ( during school day) Gr. K- 12</li> <li>• Small group and one-to-one: Hands-on experiments, computer generated program to reinforce and enhance science skills and knowledge (during school day) Gr. 6- 12</li> <li>• Small group instruction: Video clips of content related materials that assists with understanding of science related concepts and vocabulary by providing a multi-sensory approach of instruction ( during school day) Gr. 3 – 12</li> </ul> <p>Small group and one-to-one: Web-based program with archived Associated Press non-fiction articles that are presented on a student’s reading level, with vocabulary and comprehension questions. (during and after school day) Gr. 3 - 12</p>
<p><b>Social Studies:</b>  <b>Achieve 3000</b></p>	<ul style="list-style-type: none"> <li>• Small group and one-to-one: Web-based program with archived Associated Press non-fiction articles that are presented on a student’s reading level with related vocabulary and comprehension questions. (during and after school day) Gr. 3 -12</li> <li>• Small group and one-to-one: Students read current events that are explained on their</li> </ul>

<p><b>Weekly Reader</b></p> <p><b>Urban Advantage</b></p> <p><b>D75 Debate Team</b></p>	<p>reading level, vocabulary and comprehension development. (during school day) Gr. K-8</p> <p><b>Small group: Standard based program designed to improve student outcomes with the understanding of the scientific inquiry through a collaboration between schools and science cultural organizations. (school day and after school) Gr. 6-8</b></p> <p><b>Small group: Students debate the pros and cons of current social issues with other schools. Student work towards persuading others while providing details for their opinions.</b></p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>Character Education, Social Skills, Girls Club, Family/Community Outreach, Individual and Group Counseling, Stress Management Skills and Techniques, Functional Behavior Assessments, Behavior Intervention Plans, Pupil Personnel Team Member</b></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>Functional Behavior Assessments, Behavior Intervention Plans, Character Education, Test-taking Strategies, Crisis Intervention, De-escalation Techniques and Strategies for Students, Pupil Personnel Team Member</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>Social Skills, modeling of appropriate peer interactions, Functional Behavior Assessments, Behavior Intervention Plans, Pupil Personnel Team Member, Character Education, Family/Community Outreach, Positive Behavior Intervention &amp; Supports</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>Skilled Nursing Services, Toilet training, Ambulation support</b></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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Gary Hecht/Stephanie McCaskill</b>	District <b>75</b>	Borough <b>Bronx</b>	School Number <b>723</b>
School Name <b>723X</b>			

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

Principal <b>Christine Walsh</b>	Assistant Principal <b>Rod Rodkin</b>
Coach	Coach
ESL Teacher <b>Natalie Lim</b>	Guidance Counselor <b>Talia Intrator</b>
Teacher/Subject Area <b>Michelle Hyman</b>	Parent
Teacher/Subject Area <b>Susan Cash</b>	Parent Coordinator
Related Service Provider	Other
Network Leader	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>450</b>	Total Number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>8.89%</b>
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## Part II: ELL Identification Process

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

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

All options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level for the special education students. When ELLs first enroll in our school, our ESL teacher will administer home language questionnaire to determine their eligibility as an ELL student. Next, they will take LAB-R test to determine their placement. The ELL identification process must be completed within 10 school days of initial enrollment as per CR Part 154. After the test result comes out, a student will be placed in an appropriate program. In spring, ELLs will take the NYSESLAT. If they pass the test, they are no longer an ELL. In order for a student to be identified as an ELL, his home language has to be a language other than English. Afterwards, an informal interview is conducted in native language and English. An informal oral interview in English and when necessary in the native language is conducted for each students whose Home Language Survey and other background information indicate that he or she may be an ELL. The informal interview gives a preliminary assessment of a student's understanding and ability to speak English. This interview is not intended to provide a complete assessment of a student's oral language proficiency. The informal interview does not take the place of the formal identification process. This interview is not intended to provide a complete assessment of a student's oral language proficiency. The informal interview does not take the place of the formal identification process. If a student speaks language other than English and he speaks little or no English, then he needs to take LAB-R. Finally, a student is placed in either bilingual education or freestanding ESL program. All of the options will be explained to parents during the parent orientation for ELLs. ELL Identification Process will be completed by a licensed pedagogue. Translation services are available during ELL Identification Process. Parents are given information about the existing language programs (TBE, DL and Freestanding ESL) 723 X only features freestanding ESL only program at this time.

Also there will be a flyer describing all the options for parents. All the documents will be translated in Spanish. We make an appointment with the parents to make sure that entitlement letters, parent survey and program selection forms are returned. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staffs know what language students use in their home. The only way a school can maximize a parent's choice is to continuously monitor whether or not it is meeting parents' needs as indicated on these forms. Parent's demand dictates what ELL programs schools should provide. The Parent Survey and Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. Parent coordinator and school staff should use the survey portion of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful and timely. Parent coordinator and other designated school personnels have access to these forms and checklists throughout the year in a centralized location. It is also important to talk with district-based ELL specialists about specific strategies for storing and accessing ELL data. Finally, information about the school's ELL population is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the ATS system at the school. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for your school. ESL teacher can ensure that information for the BESIS is entered into ATS. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) Some parents

still requests ESL program and some parents do not want the program anymore. The program model offered at our school is aligned with parents' requests. In New York State, there is a very specific initial identification process designed to determine whether a newly enrolled student maybe limited English Proficient. This initial process must be conducted within the first two weeks of a student's enrollment. (1) Administration of the Home Language Questionnaire (2) Conducting an informal interview in English and in native language (3) Administration of a formal English assessment (4) Placement in an appropriate Program ATS reports such as RLER is being used to determine NYSESLAT and LAB-R eligibility. I also check NYSESLAT results by looking at a report called RMSR. I organize by sites. Then I organize by their grade. Finally, I administer NYSESL accordingly. Completion of the Home Language Survey upon registration. Within 5 school days of enrollment, ESL teacher is provided with Home Language Survey and administration of LAB-R. Parent Orientations ensure that parents understand that there are three options and program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for English language learners. The first Parent Orientation is held each fall. Parents and guardians of newly enrolled ELL's are invited to attend the Orientation through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed. 723X sends letters of placement, entitlement or non entitlement to parents of all students tested for English language proficiency each fall. Parents of students who are newly enrolled ELL's receive an entitlement letter. This letter states that the child has been tested with the LAB-R screening test and scores indicate that the child is entitled to receive English language support services. This letter encourages parents to attend a parent orientation session and select their program of choice for English language support. If the parent indicates that they would like to keep the child in school at 723X, where we offer ESL services, the parent then receives a placement letter stating that the child's progress will be monitored each spring with the NYSESLAT. Parents of students who were tested with the LAB-R and whose scores indicate that the child is English proficient, receive a non entitlement letter stating the child will not receive English language support services. Parents of students, who received ESL services last year, receive a letter of continued entitlement that explains that their child is tested with the NYSESLAT each spring to measure English language acquisition progress. This letter explains that the child's score on the NYSESLAT indicates that the child still needs to receive English language support services. Parents of students whose scores on the NYSESLAT indicate that the child no longer requires additional support in English, receive a non entitlement/transition letter indicating that ESL services are no longer needed. Parent Survey and Program Selection Forms are filled out by parents of newly enrolled ELL's at Parent Orientations held throughout the year. Parents are invited to these orientations through letters sent home and phone calls. If parents do not select a program, the student is automatically placed in our ESL program. 723X does not currently have enough native speakers across contiguous grades to meet requirements for a bilingual class. The criteria and procedures to place identified ELL students in programs, begins with the Parent Orientation. At Parent Orientations, parents are informed of their choices for programs that offer English language support. Parents receive materials about ELL programs in their home language, and ask questions about ELL services with assistance from a translator, if necessary. Parent volunteers, Parents watch an informative video, created by the NYC Department of Education, in their native language. Parents understand that currently, there are no Bilingual classes offered at 723X because there are not enough students on two contiguous grades to form a bilingual class. Parents also understand that they can opt for another school in the district, or stay in ESL program at 723X. At the end of each orientation, the ESL teacher collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. English language learners are placed in programs according to their parents' requests. All the ELL parents at 723X selects the ESL program, as it is the only program offered at this school. Thus far, over the past three years, all parents attending an orientation have elected to keep their children at 723X and in ESL. Our program model (ESL) is aligned with parent requests. For the past few years, no parent has requested bilingual services in the school or the district. Parents' demands dictate ELL programs provided in school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	40
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	0	26	8	0	8	6	0	6	40
<b>Total</b>	<b>26</b>	<b>0</b>	<b>26</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>40</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Transitional Bilingual Education**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>										

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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	0	4	2	2	3	4	6	9	6	1	1	1	1	40
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>40</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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?

We have heterogeneous push-in and pull out ESL program in our school. ESL instructional minutes are delivered through providing consistent number of minutes everyday of the week. The content area in ESL is delivered in English. Sometimes, if a student is a beginner, his bilingual paraprofessional comes with him to translate for him. We have 40 ELLs who receive ESL services. For the first grade, we have 4 students. For the second grade, we have 2 students. For the third grade, we have 2 students. For the fourth grade, we have 3 students. For the fifth grade, we have 4 students. For the sixth grade, we have 6 students. For the seventh grade, we have 9 students. For the eighth grade, we have 6 students. For the ninth grade, we have 1 student. For the tenth grade, we have 1 student. For the eleventh grade, we have 1 student. For the twelfth grade, we have 1 student.

As an instructional approach, I use lots of visual cues along with the vocabularies for the content areas. A free-standing English as a second language program consists of a program of instruction composed of two components: a language arts and a content area component. The language arts component is delivered through instruction in English Language Arts and English as a Second Language. The content area component is delivered through instruction in English and ESL methodologies. Beginner and Intermediate students receive 360 minutes of ESL services. Advanced students also receive 180 minutes of ESL and 180 minutes of ELA. Currently we have no SIFE but at such time that we do they will receive tutoring from a peer tutor to help to develop their initial literacy in native language, and a nurturing environment to facilitate language production. P723X follows the English Language Arts standards as a guide to instructional planning and assessment. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to long term Limited Proficient/English Language Learners along with the NYS learning Standards for English. Our ESL program will focus on explicit reading instruction with consistent feedback, guided reading, teaching learning strategies, and lots of other reading activities. CD ROM versions of children's books are particularly helpful for the second language learners because they can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. Children's storybooks are now available in CD-ROM versions that offer an audio component with a good visual support. Our ESL instructions will be in collaboration with content area teachers. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), graphic organizer, and Cooperative Learning. Students no longer requiring Bilingual or ESL services according to the NYSESLAT will be supported for two years with ESL services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment. We strive to provide opportunities that are multi-sensory and kinesthetic in nature. The school will concentrate on reading and writing areas by providing additional help in the form of teacher collaboration. The ESL teacher will have common planning sessions with the collaborating teachers by using real objects, photographs, graphic organizer, software, ESL materials, classroom libraries, Foundations, Wilson reading program, Head sprout, Read 180, Achieve 3000, Ramp up, and incorporating technology to enhance students' outcomes. We have 24 beginners in our school but there are none for the SIFE population. If we had a SIFE student, we would use lots of modeling, graphic organizers and visual aids. I also would engage beginning level students in using basic social and school vocabularies, phrases and sentence structures along with pictures. I would also encourage peer to peer interactions to increase speaking, listening, reading comprehension and writing skills. As students progress, continue to contextualize instruction of more complex language forms and uses: subject specific academic vocabulary, grammatical forms, and sentence structures used in listening, speaking, reading and writing. I would

## A. Programming and Scheduling Information

also teach and model ways for students to describe their thinking processes verbally and in writing. Instruction is given exclusively in English using ESL methodology in order to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. Currently, there are 40 students being served in the ESL program. English Language Learners (ELLs) from kindergarten to grade twelve are grouped according to their level of English language proficiency and grade level. The school utilizes 45 minute blocks across eight teaching periods per day.

Beginner and Intermediate ELL's are mandated to receive 360 minutes of support each week. Advanced ELL's are mandated to receive 180 minutes of support each week. Advanced students require less support and benefit from push-in instruction. Special Education students are served as per their IEP's. Since we have a small population of English language learners, the ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels. Students receive additional minutes and continued support in English through an instructional. All of the content areas are explored in ESL through Guided Reading, Shared Reading, Independent Reading, Word Study and Writing activities. The ESL teacher also actively communicates with the classroom teachers of ELLs in order to maintain a level of consistency between classroom and ESL instruction and the integration of language and content. Students also study in the content areas with their classroom teachers who utilize visuals, gestures, slower speech and highlighting on vocabulary to make content comprehensible to English language learners. We use strategies such as Cooperative Learning, which encourages interactive student participation and promotes social and academic language skills. At 723X we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Beginner ESL students receive more support in the content areas since they tend to be behind academically in all subjects. Newcomers also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. The Cognitive Academic Language Learning Approach is used as a strategy to provide content-based ESL instruction for students at the Intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

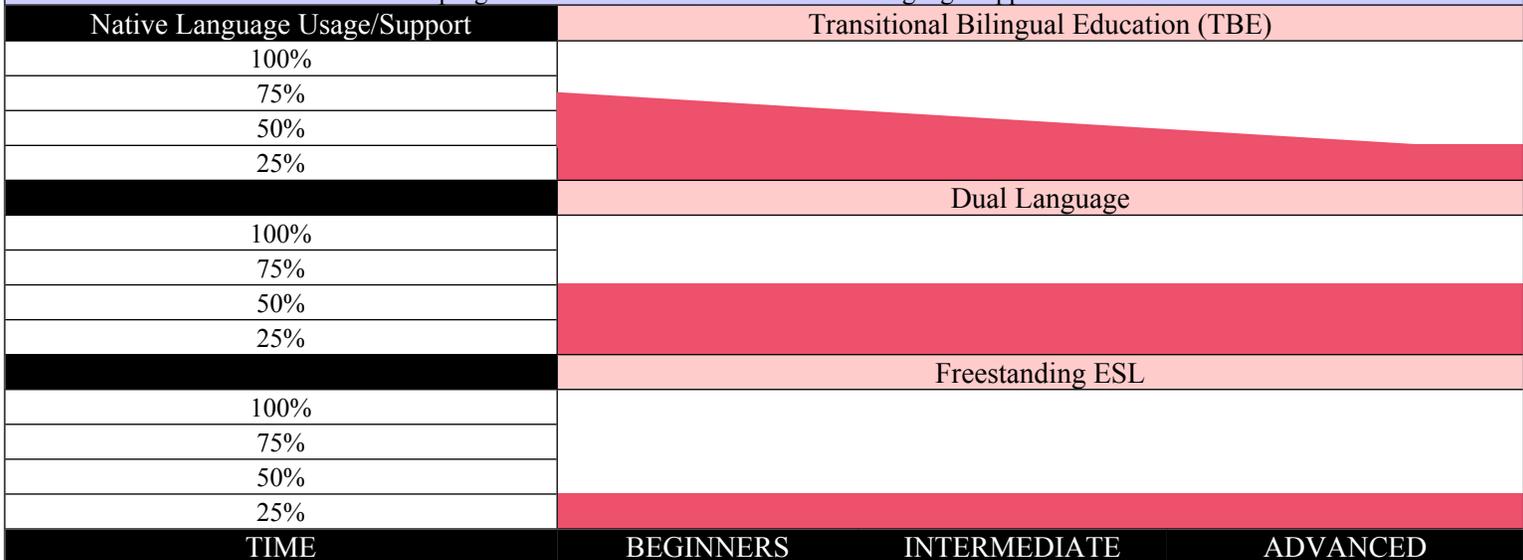
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

**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?

## B. Programming and Scheduling Information--Continued

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

One of our goals for the invention programs for ELL population is to develop academic language skills. It is important to distinguish academic language skills from conversational language skills. Many ELLs who struggle academically have well-developed conversational English skills. To succeed academically, students need to develop the specialized academic language, which is distinct from conversational language. This is particularly true when we consider the large number of English learners who have good word reading skills but weak comprehension skills. Many of these learners especially in the upper elementary, middle, and high school years have insufficient English vocabulary levels. Students no longer requiring Bilingual or ESL services according to the NYSESLAT will be supported for two years with services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment Title III program will be provided after school for the ELL students. There will be no ELL services discontinued this year. There will be an after school program for the ELL students in our school. As a guide to instructional planning and assessment, P723X follows the English Language Arts standards. Our ESL teachers plan on referencing the NYS Resource Guide for the teaching of Language Arts to Limited Proficient/English Language Learners along with the NYS learning Standards for English. We strive to provide opportunities that are multisensory and kinesthetic in nature by using real objects, photographs, graphic organizer, software, ESL material, classroom libraries, inclusive of Native Language books, Foundations, Achieve 3000, Lexia, Wilson reading program, Head sprout, Read 180, Ramp up, incorporating technology to enhance student outcomes. NYSESLAT results will guide the ESL teacher's instructional plans. All students will receive the required units of instruction mandated under Commissioner's Regulation Part 154 (C.R. Part 154). For the K-8 students, beginners are mandated to receive 360 minutes, Intermediate 360 minutes, and advanced students receive 180 minutes. For the high school students, beginners are mandated to receive 540 minutes, intermediate students are mandated to receive 360 minutes, and advanced students are mandated to receive 180 minutes. The Native language support is provided by the bilingual alternate placement paraprofessionals. For the newly enrolled ELLs, I would provide a lot of modeling, tap into student's prior knowledge, use many visuals/manipulatives, teach key vocabularies, speak slowly and utilize cooperative learning methods with them. There are no language electives being offer in our school. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. For bilingual students, we are providing paraprofessionals who speak their native language. The ESL teacher and a bilingual paraprofessionals are in close collaboration with the classroom teachers. The use of software and multimedia enhances and supports the instructional program. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning and the infusion of the arts and the use of technology. The classroom library contains books in English. Our ESL teacher will use the following books: Longman Photo Dictionary of American English, Get Ready to Write, and English books on folktales, fiction and non-fiction. Our teacher also uses computer and other technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Several staff members provide support services to English language learners at 723X. All ELL's may receive academic intervention services in addition to ESL support. In addition to ESL services, support services include Academic Enrichment, Speech, Adaptive Physical Education, School Nurses, Psychologists, Social Workers, Counseling, Occupational and Physical Therapy. All ELL's are exposed equal access to both academic and after school programs. School calenders, letters and information regarding extracurricular activities are translated into each students' language to facilitate communication between home and school. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support due to close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program. 723X holds Parent Orientations for incoming students. There is also a special Open House and School Tour prior to the first day of school to assist newly enrolled ELL's. Parents and English language learners meet with the Parent Coordinator, teachers and staff. ELL's learn about the layout of the building and how to find their classrooms, the cafeteria and rest rooms. Parents receive information about translation services to assist them during the school year. These activities help English language learners to adjust to their new school environment before the first day of school.

## B. Programming and Scheduling Information--Continued

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Our ESL teacher will use the following books: Longman Photo Dictionary of American English, Get Ready to Write, and English books on folktales, fiction and non-fiction. Our teacher also uses computer and other technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Several staff members provide support services to English language learners at 723X. All ELL's may receive academic intervention services in addition to ESL support. In addition to ESL services, support services include Academic Enrichment, Speech, Adaptive Physical Education, School Nurses, Psychologists, Social Workers, Counseling, Occupational and Physical Therapy. All ELL's are exposed equal access to both academic and after school programs. School calenders, letters and information regarding extracurricular activities are translated into each students' language to facilitate communication between home and school. 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## D. Professional Development and Support for School Staff

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

During the school year on professional development days, the school will be incorporating workshops that will teach ESL strategies for ELL students. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers will work collaboratively with the ESL teacher. ESL strategies, Identification of ELLs, NYSESLAT, Title III program and ELLs in Content area will be presented to P723X staff members during professional development during 2011 – 2012 school year. All of our staff including but not limited to assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational therapists, physical therapist, speech therapists, secretaries and a parent coordinator will participate in professional developments throughout the year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students. 723X will consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction, balanced literacy instruction, and alternate assessments. Intervisitations will be arranged in order to enhance new teacher’s skills. It is important to develop academic English and build knowledge of content subjects. It is also important for other staff to know an effective instruction with attention to subject specific language use. Teachers should be trained to teach academic literacy and incorporate ESL methodologies. The ELLs need to know the ways to assess their knowledge accurately. We also need to help our middle and high school ELLs by knowing where they are on the path to academic literacy. We all need to practice an effective instructional practices. For example, we need to build and activate prior knowledge and vocabulary. We need to pay extra attention to language in every lesson. Most importantly, we need to unlock reading and writing processes and comprehension strategies. Non-ESL and Bilingual teachers will be exposed to theories of first and second language acquisition, ESL methodologies/ past and present, and they will experience hands-on practice in the approaches and strategies used to foster second language acquisition. There will be lots of staff development supports that features first language development and second language acquisition, success of ELL students, and instructional and support strategies for modifying instruction in the content areas. High standards for the education of ELL students cannot exist without high standards for professional development. The functions of staff development should be in-service education, organizational development, communication and coordination, leadership, and evaluation. Once the planning stage is underway, resources should be developed to support the school district’s professional development plan. Resources might include print and non-print materials, videotapes and audiotapes, and computer- and technology-based resources. Evaluating and following-up professional development is critical to the determination of its success. Assessing the progress of each individual toward his or her professional development goals and objectives are important. Depending on the nature of the professional development, evaluations are done in a variety of ways. Staff can use journals to document the procedures they are implementing and to record their reflections on what worked and why and what didn’t work and why not. Also, open-ended surveys that ask questions about the effectiveness of professional development provide school district planners with important feedback about the experiences. Professional development is focused on building the competency of staff members that serve ELL students. The varied professional development needs of district and school building-level administrators, school board members, content area classroom teachers, paraprofessionals, special education staff, school psychologists, speech and language therapists, bilingual and migrant education staff, ELL teachers and tutors, and other instructional and support staff can be met through simultaneous and multiple professional development interventions. 723X will continue to develop productive and supportive relationships with staff to create strong relationships and build trust. Professional Development will be placed on training the classroom teachers who have students mandated for ESL service in their classrooms with Jose P. ESL training so that they will be able to support all of our ELLs. All pedagogical staff participates in professional development least one a month. The ESL teacher is also supported by workshops through the Department of Education’s Office of English Language Learners. These workshops support the ESL teacher in all aspects of instruction from data analysis to designing curriculum. Classroom teachers of ELL’s receive professional development for English language learners through DOE Professional Development Courses, and staff meetings. Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in special education, assessment procedures for ELL’s, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs. 723X ensures that important documents are translated into the students’ home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 10 hours of ELL training. This workshop educates teachers about the unique make-up of the student population in NYC Public Schools. It also introduces teachers to legal mandates, support services and instructional practices for English language learners.

## D. Professional Development and Support for School Staff

### C. Schools with Dual Language Programs

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

We do not have dual language programs in our school.

professional developments throughout the year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students. 723X will consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction, balanced literacy instruction, and alternate assessments. Intervisitations will be arranged in order to enhance new teacher's skills. It is important to develop academic English and build knowledge of content subjects. It is also important for other staff to know an effective instruction with attention to subject specific language use. Teachers should be trained to teach academic literacy and incorporate ESL methodologies. The ELLs need to know the ways to assess their knowledge accurately. We also need to help our middle and high school ELLs by knowing where they are on the path to academic literacy. We all need to practice an effective instructional practices. For example, we need to build and activate prior knowledge and vocabulary. We need to pay extra attention to language in every lesson. Most importantly, we need to unlock reading and writing processes and comprehension strategies. Non-ESL and Bilingual teachers will be exposed to theories of first and second language acquisition, ESL methodologies/ past and present, and they will experience hands-on practice in the approaches and strategies used to foster second language acquisition. There will be lots of staff development supports that features first language development and second language acquisition, success of ELL students, and instructional and support strategies for modifying instruction in the content areas. High standards for the education of ELL students cannot exist without high standards for professional development. The functions of staff development should be in-service education, organizational development, communication and coordination, leadership, and evaluation. Once the planning stage is underway, resources should be developed to support the school district's professional development plan. Resources might include print and non-print materials, videotapes and audiotapes, and computer- and technology-based resources. Evaluating and following-up professional development is critical to the determination of its success. Assessing the progress of each individual toward his or her professional development goals and objectives are important. Depending on the nature of the professional development, evaluations are done in a variety of ways. Staff can use journals to document the procedures they are implementing and to record their reflections on what worked and why and what didn't work and why not. Also, open-ended surveys that ask questions about the effectiveness of professional development provide school district planners with important feedback about the experiences. Professional development is focused on building the competency of staff members that serve ELL students. The varied professional development needs of district and school building-level administrators, school board members, content area classroom teachers, paraprofessionals, special education staff, school psychologists, speech and language therapists, bilingual and migrant education staff, ELL teachers and tutors, and other instructional and support staff can be met through simultaneous and multiple professional development interventions. 723X will continue to develop productive and supportive relationships with staff to create strong relationships and build trust. Professional Development will be placed on training the classroom teachers who have students mandated for ESL service in their classrooms with Jose P. ESL training so that they will be able to support all of our ELLs. All pedagogical staff participates in professional development least one a month. The ESL teacher is also supported by workshops through the Department of Educations Office of English Language Learners. These workshops support the ESL teacher in all aspects of instruction from data analysis to designing curriculum. Classroom teachers of ELL's receive professional development for English language learners through DOE Professional Development Courses, and staff meetings, Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in special education, assessment procedures for ELL's, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs. 723X ensures that important documents are translated into the students' home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 10hours of ELL training. This workshop educates teachers about the unique make-up of the student population in NYC Public Schools. It also introduces teachers to legal mandates, support services and instructional practices for English language learners.

## 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?

The Parent Coordinator at P723X will offer parents of ELLs ongoing information in their home language and training on different aspects of their child's education such as, home activities to support learning, outside support in their community, and other topics identified as an area of parent's interest from a survey. Our goal is to increase parent outreach and increase parent participation. Our school will periodically describe the program to ELL parents by providing parent orientation meetings or letters sent home. Our school does not have agencies or community based organization to provide workshops or services to ELL parents. We will evaluate the needs of the parents by establishing reliable communication between parents and the school staff working with the child. Communication is important to the assessment and to ensure parents are well informed about the process and their rights as parents of children who may have learning disabilities. All English Language Learner's parents will be well informed about their educational rights under the Individuals with Disabilities Education Act. They will also be fully informed about the assessment process and its implications. The first and most important thing schools can do is to establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice ESL parents to participate in IEP team meetings and other important school functions. An This provides immediate communication and reduces misundersstaninterpreter is available in my school to communicate effectively with ELL parents. Using telephone conference calls to involve interpreters in meetings and attending web-based meetings, can offer the interpreter and the family more opportunities to pick up on subtle meaning and non-verbal feedback to improve communication in ways that cannot be accomplished by telephone alone. Translation is frequently used on special education forms and other important school documents for the parents. This can help parents to make informed decisions and contribute to their children's Individual Education Program.

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Parents are also encouraged to participate in cultural events sponsored by the school. Such events include Cultural Food Celebration and the Family Day in which families take part in the recognition and celebration of various cultures represented in our school building and around the world. We evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and periodic school surveys. The PTA also helps parents become involved in their children's education and polls parents for suggestions and ideas for the school. Attending school sponsored activities maintaining open channels of communication to monitor children's progress in school. All the documents are translated by bilingual school personnel.

It is crucial for schools to communicate effectively with families about prograss their child is making in school. Parents can involve in their child's education by helping their child on their homework.

## 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.

During the school year on professional development days, the school will be incorporating workshops that will teach ESL strategies for ELL students. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers will work collaboratively with the ESL teacher. ESL strategies, Identification of ELLs, NYSESLAT, Title III program and ELLs in Content area will be presented to P723X staff members during professional development during 2011 – 2012 school year. All of our staff including but not limited to assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance conselors, special education teachers, psychologists, occupational therapists, physical therapist, speech therapists, secretaries and a parent coordinator will participate in professional developments throughout the year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students. 723X will consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction, balanced literacy instruction, and alternate assessments. Intervisitations will be arranged in order to enhance new teacher's skills. It is important to develop

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Teachers should be trained to teach academic literacy and incorporate ESL methodologies. The ELLs need to know the ways to assess their knowledge accurately. We also need to help our middle and high school ELLs by knowing where they are on the path to academic literacy. We all need to practice an effective instructional practices. For example, we need to build and activate prior knowledge and vocabulary. We need to pay extra attention to language in every lesson. Most importantly, we need to unlock reading and writing processes and comprehension strategies. Non-ESL and Bilingual teachers will be exposed to theories of first and second language acquisition, ESL methodologies/ past and present, and they will experience hands-on practice in the approaches and strategies used to foster second language acquisition. There will be lots of staff development supports that features first language development and second language acquisition, success of ELL students, and instructional and support strategies for modifying instruction in the content areas. High standards for the education of ELL students cannot exist without high standards for professional development. The functions of staff development should be in-service education, organizational development, communication and coordination, leadership, and evaluation. Once the planning stage is underway, resources should be developed to support the school district’s professional development plan. Resources might include print and non-print materials, videotapes and audiotapes, and computer- and technology-based resources. Evaluating and following-up professional development is critical to the determination of its success. Assessing the progress of each individual toward his or her professional development goals and objectives are important. Depending on the nature of the professional development, evaluations are done in a variety of ways. Staff can use journals to document the procedures they are implementing and to record their reflections on what worked and why and what didn’t work and why not. Also, open-ended surveys that ask questions about the effectiveness of professional development provide school district planners with important feedback about the experiences. Professional development is focused on building the competency of staff members that serve ELL students. The varied professional development needs of district and school building-level administrators, school board members, content area classroom teachers, paraprofessionals, special education staff, school psychologists, speech and language therapists, bilingual and migrant education staff, ELL teachers and tutors, and other instructional and support staff can be met through simultaneous and multiple professional development interventions. 723X will continue to develop productive and supportive relationships with staff to create strong relationships and build trust. Professional Development will be placed on training the classroom teachers who have students mandated for ESL service in their classrooms with Jose P. ESL training so that they will be able to support all of our ELLs. All pedagogical staff participates in professional development least one a month. The ESL teacher is also supported by workshops through the Department of Education’s Office of English Language Learners. These workshops support the ESL teacher in all aspects of instruction from data analysis to designing curriculum. Classroom teachers of ELL’s receive professional development for English language learners through DOE Professional Development Courses, and staff meetings. Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in special education, assessment procedures for ELL’s, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs. 723X ensures that important documents are translated into the students’ home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 10 hours of ELL training. This workshop educates teachers about the unique make-up of the student population in NYC Public Schools. It also introduces teachers to legal mandates, support services and instructional practices for English language learners.

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4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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## Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	4	2	2	3	4	5	7	5	1	0	1	0	34
Intermediate(I)	0	0	0	0	0	0	0	2	1	0	1	0	1	5
Advanced (A)	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	4	2	2	3	4	6	9	6	1	1	1	1	40

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	1	0	1	0	0	0	1	0	3
5	2	0	3	0	1	0	2	0	8
6	3	0	1	0	1	0	1	0	6
7	1	0	1	0	0	0	1	0	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	3	0	0	0	0	0	0	0	3
NYSAA Bilingual Spe Ed	0	0	1	0	3	0	4	0	8

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	6	0	6

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	9	0	0	0	
NYSAA Mathematics	9	0	0	0	
NYSAA Social Studies	9	0	0	0	
NYSAA Science	9	0	0	0	

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)	0	0	0	0	0	0	0	0	

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	# 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
Test)								
Chinese Reading Test	0	0	0	0	0	0	0	0

## 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.

We use ECLAS and NYSESLAT results as our assessment tool to assess the early literacy skills of our ELLs. We also use their portfolios to assess them as well. Based on the result of NYSESLAT, all students show a higher level in listening and speaking. Reading and writing are the areas to focus. The school will concentrate on these areas by providing additional help in the form of teacher collaboration, extended minutes of instruction, and additional help provided by coaches and mentors. The data patterns across proficiency levels on the LAB-R and NYSESLAT revealed that the students need to work on their reading and writing skills. In content areas, all the students are performing comparably to their non-ELL peers. For alternate assessment students, we use portfolios, notebooks and teacher observations in addition to their NYSSA results. Academic language is developed through content area instruction in ESL. The result of the NYSESLAT will guide me to focus more on the areas most of the ELL population need to work on. Professional Development activities need to address the needs of the alternate placement paraprofessionals. The alternate placement paraprofessionals will assist teachers in incorporating reading and writing strategies. They will also incorporate study skills and organizational strategies in student's daily lessons. For every grade levels and proficiency levels, we found that they are very strong in speaking and listening portion of the NYSESLAT. However, they need to improve on reading and writing portion of the NYSESLAT. We do not have a dual language program in our school. We evaluate the success of our ELLs by the result of NYSESLAT and other assessments such as NYSSA, ELA, State Math, State Science, and State Social Studies in school. We also look at their portfolios and compare their work to what they've done previously. We will evaluate their portfolio by analyzing rubrics. Because numbers alone can not show the depth of the program, we will use individual interviews, student observations, portfolios of the student's work and the results of the assessments. We do not have any high school ELLs who participates in NYSSA. In response to State's citation last school year 2010-2011, all of our ELLs/LEP students are served as per their IEP and administered NYSESLAT.

At 723X, we use assessments from Foundations and teacher created assessments for ELL's. These assessments provide more detailed information about alphabet recognition (lower and upper case), the ability to write the letters of the alphabet, knowledge of letter sounds and how many words a child knows in English. These assessments are given in addition to the LAB-R test which is given to all potential ELL's. We use all of the information from these assessments to group students and set goals for instruction for each child. Data used to inform instruction comes from several sources including standardized tests and teacher assessments. With regards to patterns in proficiency levels reflected in the last NYSESLAT results, the scores indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To fulfill this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty. We will also schedule Shared and Interactive Writing activities and Writing Workshops with more frequency and differentiate instruction in small group settings. Our school has not participated in the optional ELL Periodic Assessments due to the large number of other assessments that students are given regularly. These include ELA Predictives, Math Predictives, the Social Studies Practice Exam, and other assessments across various units of study. We evaluate the success of our ESL program based upon student progress and achievement. The NYSESLAT

## 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.

## Part VI: LAP Assurances

<b>School Name:</b> <u>723X</u>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christine Walsh	Principal		
Ron Rodkin	Assistant Principal		
	Parent Coordinator		
Natalie Lim	ESL Teacher		
	Parent		
Michelle Hyman	Teacher/Subject Area		
Susan Cash	Teacher/Subject Area		
	Coach		
	Coach		
Talia Intrator	Guidance Counselor		
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75X723

School Name: 723X

Cluster: 75

Network: 2

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

### **Part A: Needs Assessment Findings**

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

ATS, emergency cards and Home Language Identification Survey are being used to determine the primary language spoken by each parent and whether or not the parent requires language assistance to communicate effectively with 723X.

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.

Our findings for our translation and interpretation needs are that the primary language for 402 parents is English, 71 is Spanish, 1 is Mossi, 1 is Bengali, 1 is Arabic, and 1 Africaans. We have 75 students in total whose parents require translation and interpretation services. All staff will be notified that they must complete a request for translation form and give it to the assigned person before an event.

## Part B: Strategies and Activities

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

Materials that need to be translated will be translated into Spanish, Arabic, Mossi, Bengali and Afrikaans. Bilingual staff will review all materials prior to the material being sent home.

Responsibility for obtaining agendas, handouts, and other materials that will be needed to be translated is assigned to a translation Liaison. Hard copies and an electronic archive of translated materials will be kept on file in the parent coordinator's office.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will create list of bilingual staff to see who would be interested in acting as an interpreter. We will notify all staff of posting, set up a schedule for specific individuals to act as interpreters during pre-planned conferences or meeting. Set up, schedule and assign specific individuals to translate materials identified as needing to be translated. Increase participation of bilingual parents/guardians in a variety of school activities such as PTA and IEP meetings. 723X will provide parents who speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in the required language. In house school staff provides written translation services for parents who speaks a language other than English. 723X will also provide interpretation services on site during regular school hours to accomodate parents who speaks a language other than English in order to communicate effectively with 723X regarding critical information about their child's education. 723X will continuously maintains an appropriate and current record of the primary language of each parent. This information is kept in ATS, Home Language Survey, and on the student Emergency Card. This will be reflected in sign in sheet for these activities which will be supported by the availability of oral interpreters. It will be ongoing for the 2011-2012 school year.

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>.

723X will review the school safety plan – This is for compliance with Chancellor’s Regulations A-663 regarding parent notification of availability of language support services. We will contact the Translation and Interpretation Unit – to request copies of general notice of parents’ rights to interpretation and translation services and how to access such services available in the covered languages. Liaison will contact a vendor to determine turn around time needed for interpretation and translation services from the Unit. The liaison will set up a time frame for liaison to submit materials.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 723X	DBN: 75X723
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 8 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

## 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: P723X has 450 students in our school. Forty students are English Language Learners (ELLs) which is 9.84% of our total population. 19 of our 40 ELL Students are served as per their IEP. BIS-mandated students have alternate placement paraprofessionals who speak their language (Spanish). All of our forty students speak Spanish and are in the following grades: 4 in First Grade, 2 in Second Grade, 2 in Third Grade, 3 in Fourth grade, 4 in Fifth Grade, 6 in Sixth grade, 9 in Seventh grade, 6 in Eighth Grade, 1 in Ninth grade, 1 in Tenth Grade, 1 in Eleventh grade and 1 in Twelfth Grade. Presently we have 1 ESL teacher. Our certified ESL teacher will provide English as a Second Language (ESL) push-in /pull out program that consists of 27 students in Standardized Assessment and 13 students in alternate assessment. 723X has both an ESL push-in and pull-out models. Forty ELL students attend ESL only programs. All ELL students receive ESL as required under NYS CR Part 154. Balanced Literacy, the uniform curriculum, and an emphasis on the development of phonemic awareness and comprehension skills through literature-based and standards-based materials and activities, and scaffolding techniques are integrated into instruction at 723X. ESL instruction is aligned with the NYS ESL learning standards and content-area skills are also reinforced in ESL programs. Some LEP/ELLs in 723X will participate in alternative assessments and some students are assessed in ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA). Students at 723X have the following disability classifications: autism, intellectually disabled, emotional disturbance, and multiple impairment.

723X plans to begin a Title III After school instructional program that will target 8 ELLs of whom four (4) are standardized students placed in 12:1:1 ratio, and the other four (4) are alternate assessment students placed in 12:1:4 ratio, in grades 6th, 7th, and 8th. 1 certified ESL teacher and 4 bilingual paraprofessionals under the direction of the ESL teacher will address ESL standards performance indicators and ELA and content area AGLIs. This ELL class will consist of an 8:1:4 configuration. Based on 2011 NYSESLAT data, these eight students are targeted for the title III program because they are at the beginner level and are close to transitioning to the intermediate level in both their alternate and standardized assessment. Moreover, these ELLs could also benefit from the Title III instructional after school program in their everyday situations. The theme of the after school program for these ELLs will be "Communicating in the Real World". The language of instruction for the after school Title III program is English. This afterschool class will meet two days a week for two hours a day, on Tuesdays and Thursdays from 3:00 PM to 5:00 PM., for eight weeks beginning December 6, 2011 through the week of February 6, 2012. 723X serves LEP/ELL students with special needs and a major goal of instruction for these students is to prepare them for competitive real world situations. Possessing adequate and appropriate communication and socialization skills, self-directed supports, and the ability to make sound choices in the real world are the greatest predictors of success in the work-world for individuals with cognitive and other severe disabilities (Hughes, C. & Carter, E., 2000, Martin, J., Mithaug, D., Oliphint, J.,

## Part B: Direct Instruction Supplemental Program Information

Husch, J., & Frazier, E., 2002).

The after school class will be conducted by a certified ESL teacher who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Learners (QTEL) scaffolds (Walqui, 2005). As supported by research (Diane Nelson Bryen, D.; Potts, B.D.; & Carey, A.C., 2007; Murphy, J., 1998; Cameron, L. & Murphy, J., 2002 ), augmentative and alternative communication (AAC) systems (e.g., single-loop voice output devices, symbols, gestures, etc.) will be used to assist LEP/ELL students who have severe communication disabilities. Technology will be infused into instruction to enhance student learning, and as a solution to the problem of access and equity for ELLs with severe disabilities (Birnbaum, B., 2003). Instruction will address the New York State ESL, ELA, and content area learning standards. The goal of instruction in the Title III after school program at 723X is to provide additional support and opportunities for LEP/ELL students with moderate to severe cognitive and multiple disabilities to increase their listening, speaking, reading, and writing skills in English.

The ESL teacher will use the learning experience format to deliver instruction that is differentiated that can give our students to have an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations.

723X will use the following assessment results to identify ELLs for participation in the Title III supplemental instructional after school program: Brigance for Alternate Assessment, NYS ELA Interim Assessment and NYSESLAT results. This program can better prepare LEP/ELL students by addressing the students' listening, speaking, reading, and writing skills in English and their employability skills. Student performance on the New York State English as a Second Language Achievement Test (NYSESLAT), the ELA New York State Alternate Assessment (NYSAA), and the Brigance™ Employability Skills Inventory, and teacher-made pre and post checklists will be used to determine the impact of support for LEP/ELLs in the Title III after school program.

The Title III instructional after school program will support and supplement Part 154 instruction delivered during the school day by providing additional language-learning support to students that will benefit them in their everyday situations.

The theme of the after school program will be "Communicating in the Real World". Instruction will be heavily weighted with language needed in the real world. Students will participate in engaging activities that help them to communicate such as:

- How to buy an item at the store
- How to fill out a job application form
- "Help"
- How to make a phone call

## Part B: Direct Instruction Supplemental Program Information

- How to research online for a specific information
- How to use a picture symbol to communicate (non-verbal students)

The ELL interim assessment will be the major source of Title III assessment to insure that our students are learning actively. This program will be instructed by dividing the students into two groups, standard assessment students and alternate assessment students. For the standard assessment students, they will have an opportunity to be a teacher for the week. Each student will take a turn to be a teacher. They will also be able to participate in an adapt-a-book project for the alternate assessment population. Their hand made book will stay as a part of the library collection for the alternate assessment population. For the alternate assessment population, each of them will have a job in a classroom for the week.

They will learn how to use a computer, how to make copies, how to brush their hair, how to brush their teeth and how to dress themselves. Our after school program will enrich and reinforce instruction provided during the day by integrating technology into our classroom. Ipad2 will be used as a part of a lesson and also as a motivating tool for the students. It can be used by alternate assessment population as well as a standard assessment population. It brings lessons to life and makes it more interesting for the students. Ipad2 is known to have positive affect on ELLs with special needs recently. According to the research, technology integrated classroom has positive effects on the instructional process on basic and advanced skills (Bialo & SivinKachala 1996; Dwyer, 1994).As a result, students become more independent learners and self-starters. They also gain an ability to teach others about their new knowledge. For the alternate assessment students, technology can help them train visual attending, gaze shift, tracking and also develop receptive language skills for language delayed ELLs.

## Part C: Professional Development

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

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

Begin description here: 723X plans to use Title III funds to create a Title III Study Group for the professional development component of its plan. The professional development group will study the work-related communication needs of ELL students who will participate in the Title III after school program. The study group will also be aligned to the "Inquiry Project" already in existence at the school and will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning, for instruction of LEP/ELLs in preparation for students to improve the communication skills necessary for success in everyday situations. The study group's theme will focus on the students' writing with an emphasis on "Communicating in the Real World".

This professional development initiative is aligned to the instructional after school program and will provide technical support and resources to the Title III staff. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and application of what's gained during PD to the classroom to teachers having a leadership role in their own training (Galbraith, P. & Anstrom, K., 1995). The ESL teacher will be the provider of the PD and lead the study group discussions and presentations. The Title III Study Group

### Part C: Professional Development

consisting of the ESL teacher, the four paraprofessionals and the administrator will meet on Mondays for 3:00-4:00 every other week on Mondays from December to February after school. Topics covered are the following: "Competitive Real World Situations"; "How to Research Online for Specific Information"; "How to Fill Out a Job Application" and "How to use Picture Symbols to Communicate".

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of LEP/ELL students that participate in the Title III program will attend a weekly parent program that is tied to the instructional after school program. This parent program will be provided by the ESL teacher. Parents will meet once, weekly, after school on Thursdays from 3:00 PM to 4:00 PM, for 7 weeks. They will utilize the computer and the internet to explore information sources in English and in their native language (Spanish). Parents will have an opportunity to create and access blogs for themselves and their youngsters, peruse Craig's List, use search engines, learn about resume-writing and preparation for job interviews, in order to support and direct their youngsters in their preparation for the work world. Parents will be provided with a (Sandisk Cruzer USB 2GB) flashdrives to save their work. Parents will also have an opportunity to meet with the ESL teacher, the paraprofessionals and their youngsters during Title III after school activities. Parental involvement (Kalyanpur, M. & Harry, B., 1999; Dunst, C, 2007) and integration of technology (ISTE, 2000; (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997) into instruction are both supported by research and enhance both parent and student learning, and can be used to narrow the "digital divide" between people of low socio-economic status (SES) and the more affluent (International Reading Association, 1991). A bilingual (Spanish) paraprofessional will provide interpretation and translation support for parents. 723X will send out a letter explaining our Title III program in English and Spanish. 723X will also have a bilingual personnel to translate the documents and present oral information effectively to the students and their parents in their native language. In addition, parents will attend a Title III orientation meeting prior to the initiation of the program. Information regarding Title III will be distributed to parents in English and in their native language and will be shared during after school meetings and annual review. Interpreters (bilingual paraprofessionals and/or teachers) will be available to interpret at meetings and the Parent Coordinator will assist in disseminating materials to parents in their native language and in English.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8262.57	Instruction: (\$6387.20)  1 teacher x 2 days per week x 2 hours per day x 8 weeks x \$49.89 = \$1596.48  4 paraprofessionals x 2 days per week x 2 hours per day x 8 weeks x \$28.98 = \$3709.44  1 Supervisor x 2 days per week x 1 hour per day x 8 weeks x \$52.21 = \$835.36  1 Secretary x 1 hour per day x 8 weeks x \$30.74 = \$245.92  Professional Development: (\$1526.14)  1 teacher x 1 day x 1 hour x 7 weeks x \$49.89 = \$349.23  4 paraprofessionals x 1 day x 1 hour x 7 weeks x \$28.98 = \$811.44  1 Supervisor x 1 day x 1 hour x 7 weeks x \$52.21 = \$365.47  Parental Involvement: (\$349.23)  1 teacher x 1 day x 1 hour x 7 weeks x \$49.89 = \$349.23
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	\$1240.00	Books (\$620)  -Learning Resources Graphic Organizer Flip Chart = (\$23.89)

**Part E: Budget**

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

<p>instructional materials.</p> <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		<p>-Survival Vocabulary Stories = (\$26.24)</p> <p>-All 4 CLOZE Vocabulary Workbooks Reading levela 2-5 = (\$69.00)</p> <p>-Comprehension Through Cloze = (\$2.75)</p> <p>-Empire State NYSESLAT K-1=(\$18.65)</p> <p>-Empire State NYSESLAT 9-12 = (\$18.65)</p> <p>-Empire State NYSESLAT 7 = (\$18.65)</p> <p>-NYSESLAT 7 Teachers Manuel=(\$33.94)</p> <p>-Empire State NYSESLAT = (\$18.65)</p> <p>-Language Proficiency &amp; Vocabulary kit Gr3 = (\$364.27)</p> <p>-Grammar Step by Step w/picture = (\$25.31)</p> <p>Supplies (\$620)</p> <ul style="list-style-type: none"><li>- Pastels Portfolio Oil = (\$84.25)</li><li>- Laminated Folders Green = (\$180.53)</li><li>- Laminated Folders Red = (\$25.79)</li><li>- White Fadeless Art Paper Roll*3 = (\$128.94)</li><li>- Notebook *39= (\$67.47)</li></ul>
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**Part E: Budget**

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

		<ul style="list-style-type: none"> <li>- Highlighter *2 = (\$8.58)</li> <li>- Clip Binder Med*4 = (\$3.53)</li> <li>- Erasers = (\$49.74)</li> <li>- Expo Learning Boards - Dry Erase Board(\$18.52)</li> <li>- Dry erase markers - 4 colors bullet tip(\$7.63)</li> <li>- Dry erase markers fine tip =(\$10.30)</li> <li>- Dry Erase Marker Erasers = (\$14.15)</li> <li>Dry Erase Expo Organizer Markers &amp; Erasers = (\$9.45)</li> <li>-Index Card = (\$0.84)</li> <li>-Highlighter Assorted Colors Set =(\$10.28)</li> </ul>
<p>Educational Software (Object Code 199)</p>	<p>\$1000.00</p>	<ul style="list-style-type: none"> <li>- IPAD2 64GB = (\$679)</li> <li>- All in one pack for Ipad2 = (\$71.40)</li> <li>- 50 Quick &amp; Easy computer Activities = (\$27.96)</li> <li>-Sandisk Cruzer USB2GB = (\$6.83)</li> </ul>

**Part E: Budget**

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

		<ul style="list-style-type: none"> <li>- Sandisk Cruzer 4GB = (\$7.67)</li> <li>-Imation USB 2GB * 2=(\$26.06)</li> <li>-HP 8GB USB = (\$15.99)</li> <li>-First words for ESL to teach English Vocabulary = (\$79.56)</li> <li>-Everyday English - Vocabulary = (\$79.56)</li> <li>-New York i-Ready ELA gr 6 = (\$1.99)</li> <li>-i-Ready ELA Gr 3 = (\$1.99)</li> <li>-NY i-Ready ELA Gr 7 = (\$1.99)</li> </ul>
Travel		?????
Other	\$697.43	Parental Involvement: Metro Cards \$4.50x4weeks x 16parents = (\$288) 16 Sandisk Cruzer USB2GB (\$6.83) 16 x \$6.83 = (\$109.28) Refreshments for Parents = (\$300.15)
<b>TOTAL</b>	<b>\$11,200.00</b>	<b>\$11,200.00</b>