



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 145K ANDREW JACKSON

DBN :32K145

PRINCIPAL: LUCIA PEREZ-MEDINA **EMAIL:** LMEDINA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Lucia Perez-Medina	*Principal or Designee	
Andrew Silver	*UFT Chapter Leader or Designee	
Rafael Torres	*PA/PTA President or Designated Co-President	
Carmen Melendez	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	
Raquel Xeio	Member/Parent	
Geovani Malpica	Member/Parent	
Lissette Rossi-Felipe	Member/UFT	
Kristine Watts	Member/UFT	
Laura Jimenez	Member/Parent	
Evelyn Flores	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Develop and implement a multi-year professional development plan that follows a job-embedded and sustained professional learning process and focuses on content related to the topics identified during co-interpretation.” (ESCA 2011, page 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, 80% of teachers will participate in at least 12 hours of professional development throughout the 2012-13 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area as evidenced by agendas, sign in sheets and teacher reflection sheets.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- In 2011-2012 the school began to create Curriculum Overviews to plan instruction that was aligned to the CCLS, but responsive to the 4 recommendations made in the ESCA of 2011. We began by participating in the Department of Education Pilot of Charlotte Danielson’s Framework for Teaching looking specifically at the lens of the Citywide Instructional Expectation of 1e (Designing Rigorous Instruction) and 3B (Questioning Techniques) we added an additional lens of 3c (Student Engagement) During this year, as a school we had a structure of having Professional Development for a vertical team across grades who developed curriculum and strategies for engagement and instruction. These professional development sessions were per session activity in the after school. In addition to a summer institute for planning. The teachers on the Vertical Team are teacher leaders who meet with their respective grades and in a trainer of trainer model where they provide turnkey for the professional development and are the point persons for the administration on the instructional initiatives.
- In the 2012-13 year, building on the work already done, this year, the school opened with an in house retreat where each day a grade in the school participated in a full day professional development in ELA and then a full day session in Math. This was done by hiring Per Diem Substitutes. Now that there is a global understanding at the school around curriculum and practices, the focus of this year became building the CCLS aligned Units of Study and practices that align with the instructional shifts. In order to deepen the school community’s understanding of what high-quality teaching looks like through professional development on 6 school-selected competencies from Charlotte Danielson’s *Framework for Teaching* that support implementation of the Common Core and Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation:

- Administrators will visit each teacher’s classroom at least 6 times over the course of the year, and provide teachers with formative (not for file) verbal and written feedback aligned to 6 school-selected competencies. The Feedback will result in improvement in teacher practice.
- In the fall, hold professional development to help teachers deeply understand 6 school- selected competencies; follow up with additional PD sessions throughout the school year on Chancellor’s conference days and during regularly scheduled teacher team and faculty meetings
- Identify resources and structures to support teachers’ understanding of the Danielson Framework (e.g., videos on ARIS Learn, teacher team meetings, inter-visitations).
- As a faculty, over the course of the school year watch at least 4 classroom videos together and record low-inference observations. Dig deeply into 1-2 competencies at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.
- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.
- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- Early in the school year, school leaders ask for teachers’ input on the type(s) of feedback they find most helpful.
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
- The data collected through these frequent cycles of observations will be used to plan additional professional development for teachers.

Budget and resource alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using the Title IA funds for funding professional development of teachers, parents and Highly qualified teacher allocations (10%, 1% and 5%, respectively).

In deepening this work around teacher practices, we will use funds to:

- Continue to build capacity the vertical team (10 teachers) will participate in 16 hours of Per-Session activity. This professional development will be 1 session, two hour session per month for 8 months.
- 48 Per Diem Substitute Days (coverage for 16 teacher participating in 3 full days of in house professional development on instruction, planning data and student engagement)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Develop and implement with fidelity a multi-year plan to align the school’s curriculum, instruction, assessments, and all instructional materials to the common core state standards”. (ESCA 2011, page 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, school year all grade pre-k to 5 teacher teams will revise and implement, four Common Core-aligned units (two in literacy and two in mathematics) that:
 - Are well-aligned to selected standards as indicated by CCLS alignment protocols developed by the Institute for learning and presented in engageny.org
 - Embed the skills outlined in the relevant Common Core instructional shifts
 - Assess student learning with a rigorous performance task as indicated by Webb’s Depth of KnowledgeAs evidenced by the creation of Units with annotated student work on each performance level and feedback to students.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Time line for implementation.

In order to create Units and Lessons that allow for rigorous curriculum that provides multiple entry point for all students resulting in improved student outcomes we will focus on Unit and Lesson planning and the implementation of these units and lesson with students who will participate in targeted after school instruction.

Teachers developing Units and Lessons that provide scaffold and multiple entry points for all students.

- Teachers will participate in weekly grade meetings during their common planning blocks, with the support of our school’s network achievement coach.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, teacher teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Teachers will have additional opportunities to engage in curriculum planning and task design.
- All teachers across grade levels meet several times a week during common preps to create Common Core Units of Study by using a “planning backwards”

strategy based on a Common Core final performance task. In addition, students during daily instruction are immersed in viable discussions, close reading of Common Core aligned complex text through use of pre-planned open-ended questions that cognitively engage students.

- Key personnel include AIS providers; administrators, CFN liaisons in Special Ed, Literacy and ELL's personnel and paraprofessionals will collaborate to coordinate and provide staff with appropriate support.
- Evidence includes :Schedule of common planning time for teacher teams, 4 sample units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work, agendas and sign in sheets , student work products.
- The strategies/activities for our SWDs and ELLs that will be used to address their particular needs are; Inquiry teams meet weekly to design instruction and track student progress based upon citywide expectations and Common Core priority standards.

After School Instruction for Students (Academic Scholars Academy, Saturday ELL Institute, Math Power Hour)

- During extended day, create a cohort of students is created in ELA or Math depending on prior year's state performance levels 1 and 2 to strategically target student needs based on the analysis of data. AIS providers collaborate with classroom teachers to scaffold instruction for flexible grouping of SWD's and ELL's based on six week interim assessments.
- SWD's are mainstreamed in ELA or Math in order to provide instruction in their area of strength with the goal of transitioning them into the least restrictive environment. SWD's and ELL's in grades 1-5 attend the Academic Scholars Academy after school program and/or the Saturday ELL Institute using lessons, materials, and assessments aligned to the Common Core State Standards. We will continue to refine our process of goal setting to address extension and differentiation of instruction, to specifically target and challenge our students with disabilities in alignment with their IEPs at grade level.
- Implementation months are November, February and May.
- Evaluation consists of analysis of data three times per year with set individual goals which is tracked and monitored by school leaders and teachers collaboratively in order to track student performance based on rigorous instruction. School leaders meet with teachers to discuss diagnostic data and develop next steps. Implementation months are November, February and May.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using the Title I priority focus money:

In deepening this work around teacher practices, we will use funds to:

- Continue to build capacity the vertical team (10 teachers) will participate in 16 hours of Per-Session activity. This professional development will be 1 session, two hour session per month for 8 months for a total of 160 hours of per session.
- 48 Per Diem Substitute Days (coverage for 16 teacher participating in 3 full days of in house professional development on instruction, planning data and

student engagement)

Academic Scholars Academy (Targeting Level 1 and 2 student in ELA and Math)

12 Teachers working 4 hours a week for a total of 36 weeks of instruction

1 Supervision for 5 hours a week for 36 weeks

Saturday ELL Institute (Targeting ELL students grades 1-5 in ELA)

6 Teachers working 3 hours a week for a total of 10 weeks of instruction

1 Supervision for 3 hours a week for a total of 10 weeks

Cost of books, supplies and instructional Materials

Power Hour (Targeting All students in Grades 3-5)

16 Teachers working 1 hour per session for 25 weeks of instruction

1 Supervisor for 1.5 hours per session for 25 weeks

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal. Using the

Tax Levy X Title IA Title IIA X Title III Set Aside Grants X Other-describe here: Title 1 Priority/Focus_

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using the Title IA funds for funding professional development of teachers, parents and Highly qualified teacher allocations (10%, 1% and 5%, respectively).

Resources and Materials:

- Early Childhood teachers (K-2) will be implementing the Literacy Block using the Scholastic Level Book kits. We will purchase 2 kits per level for A-Z for a total of 48 kits
- RTI Intervention Kits Fontas & Pinell for Tier III for use for SETTS, ESL, Literacy Intervention Teachers and AIS (K-2) and AIS (3-5). We will purchase a total of 45 kits

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school's guidance counselors and peer mediators offer training on conflict resolution and collaborate with staff to ensure that students are supported well in meeting their personal and emotional needs. They work with students as needed to resolve conflicts and support teachers in creating behavior modification plans as the need arises. Therefore, students' social and emotional needs are effectively addressed and students feel safe and well cared for. Quality Review, February 2011, page 3

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- **By June 2013, 100% of classroom teachers will implement lessons to teach school wide expected personal and academic student behavior goals by implementing our school wide PBIS behavioral matrix resulting in a 2% increase in the Learning Environment survey in the number of parents agreeing with that their child is safe in school.**

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

The February 2011 Quality Review lists social and emotional development as one of the strengths in the school. This is also reflected in the score of 8.2 out of a possible 10 in the NYC Learning Environment Survey for 2011-2012 under the Safety and Respect title. We are addressing this goal in order to maintain this identified strength. To that end, we are:

- Implementing the PBIS system school wide to prevent behavioral problems across all grades using efficient behavioral strategies, a three-tiered model of support for building positive behavioral systems.
- Identifying Pattern problem behaviors using the DOE data system OORS and individual students that consistently display such behavior are identified through reports that indicate time of day and infraction imposed. Subgroups are identified through careful data analysis and are strategically targeted by the school peer mediator, Ms. Y. Roman, as a preventive measure to encourage students and empower students to make the right choices.
- Integrating our PBIS with our current **Project Wisdom Curriculum** and Principal's morning announcement, empowering students to make the right choice and directly impact student behavior.
- Teachers and students are completing a survey to set personal goals based on the six positive character traits that are an integral part of the PBIS system.

- Students take ownership by collaboratively creating reward systems and holding each other accountable.
- All staff members are modeling appropriate behaviors, determine goals, gather data, and utilize strategies to create a safe learning environment.
- Parents have been informed about the PBIS system through an introductory parent meeting as well as invitations to school-wide PBIS assemblies attended by all faculty members.
- Key personnel include PBIS Team Leader Neyva Rivera, team members, school leaders, peer mediators, data coordinators, a record keeper, and parent member.
- Teachers are involved in creating reward systems and lesson plans to embed positive behavior into the curriculum.
- Tracking and monitoring through OORS data system to evaluate progress.
- Development of a school-wide behavioral matrix and home matrix to be utilized by parents for reinforcement of positive behavioral strategies.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using will buy 1 Project Wisdom Reproducible Kit and reproduce these backline masters to create one binder for each teacher for a total of 60 binders.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Improve the communication of academic progress and next learning steps with students and their families so that clarity of expectations will lead to acceleration of student learning Quality Review, February 2011, page 3

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, the school will increase opportunities for engaging parents through multiple entry points (meetings, workshops, fairs, reports) to support student learning and development as measured by an increase in community based organization and partnerships providing new engagement opportunities.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The February 2011 Quality Review stated that the school needed to share academic expectations with families and to share next learning steps and specific targets needed to guide their academic growth. To this end the school will:

Strategy:

- Increase and strengthen and improve parental engagement and foster a welcoming environment which encourage families to freely and frequently engage with the school leading to increased student success by conducting:
- Frequent meetings and reports to parents pertaining to their children's progress and needs. Parent workshops about addressing Common Core standards. Opportunities to volunteer, observe and participate in classroom and school activities such as Literacy/Math Fridays (the third Friday of every month). Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematics, Social Studies and Science. Parent volunteers for Dual Language classes and Learning Leaders.

Key Personnel:

- Math coach and lead teachers will conduct academic and Common Core workshops. Parent Coordinator and family worker will facilitate and support the welcoming environment. Parent coordinator will be available for parents during school hours as well as during evening and Saturday meeting. Parent coordinator will also schedule individual appointments for teachers and parents; as well as for Administrators and parents to meets.

Timeline:

- In addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs or are a part of an RTI Intervention Tier. Interpretation is available at these meetings and all parent material.
- Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read- Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. These workshops are comprised of parents coming to the school and being instructed in understanding the curriculum, benchmark and one instructional focus such as text complexity, text based questions and mathematical fluency. Once the parent understand and have practiced this strategy as a parent group, they go up to classrooms where they join a lesson already in progress on that strategy. Parents then become the partners for their students during the independence work practice. This happens twice a month once in ELA and once in Mathematics.
- Our Saturday Institute has a parent component which is facilitated by our ESL teacher who provides ESL classes and an Educational Paraprofessional who provides technology classes for parents. In this Institute, parents receive three hours of instruction and enrichment comprising of ESL, Literacy and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University Health and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, etc.). Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. The workshops in ESL and in technology are in direct response parents request for support on learning English so that they can support their students with homework and reviewing student work. The technology component for parents is to support all the instructional technology at the school. The school uses Envision, Successmaker, Reading Tracker and Aris. This technology program on Saturdays allows parents to understand some of the instruction that their students are involved in as well as show parents how to log on, use technology and track their students' progress in terms of instruction and curriculum.
- Building off of our School Week program called "Cook Shop" where parents learn how to prepare nutritious foods that are low in calories, we are holding a Nutrition for Parent. This will be run by the PTA President who runs a Zumba class for parents on Saturday followed a Nutrition Workshop on where parents will create shakes that are made from yogurt and fresh fruit. This will help parents in our school better understand the healthy choices in order to address the Citywide data showing an increase in obesity and diabetes. Parents that attend the series of workshops will receive a "Wellness" t-shirt at the culminating event.

- Pre and post workshop assessment using the number line and post it notes

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using the Title 1 Priority Focus Funds in conjunction with Title III funds.

Saturday Program for Parents:

- 35 hours of Per Session Ed Paraprofessional To provide technology classes for parents. This will be 3 hour session for 11 weeks for a total of 33 instructional hours. The Educational paraprofessional will also be paid for 2 hours of planning and preparation. This will equal a total of 35 per session hours.
- 35 hours of Per Session Teachers (1 Teacher) To provide ESL classes for parents. This will be 3 hour session for 11 weeks for a total of 33 instructional hours. The teacher will also be paid for 2 hours of planning and preparation. This will equal a total of 35 per session hours.
- 35 hours of Per Session for I Supervisor- This supervisor will be on site to supervise all of the activities
- PTA President at no cost.

Resources and Materials:

- Materials for Parents (math manipulatives trade books, material for duplication) The school will be purchasing materials for approximately 50 parents.
- Nutrition and Wellness materials: purchase of fruits and yogurt for the Parent nutrition programs. Purchase of 50 "Wellness" T shirts

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	RTI Tier focused classroom instruction. Extended day. Guided reading, shared reading, interactive reading and writing, Fountas & Pinnell leveled intervention kit, Title III after school program for ELLS.	Whole class, small group, one-to-one.	The services provided during the school day (at least three times a week), extended day, and our afterschool programs Mon-Thurs and our Saturday institutes.
Mathematics	RTI Tier focused classroom instruction. Extended day, small group instruction, utilizing envision, re-teach enrichment. .	Whole class, small group, one-to-one.	The services provided during the school day (at least three times a week), extended day, and our afterschool programs Mon-Thurs and our Saturday institutes.
Science	RTI Tier focused classroom instruction. Skill-based small group instruction. Guided reading, shared reading, interactive reading and read alouds.	Whole class, small group, one-to-one.	During the school day, after school and extended day.
Social Studies	RTI Tier focused classroom instruction. Guided reading, shared reading, interactive reading and read alouds.	Whole class, small group, one-to-one.	During the school day, after school and extended day.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Guidance counseling, The Wellness center, SAPIS program for bereavement, drug and alcohol awareness, peer mediation and conflict resolution.	Small group and one-to-one/individual counseling on an as needed basis. Activities based on student goals and social skills strategy lessons.	During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Christopher Groll/Ada Orlando	District 32	Borough Brooklyn	School Number 145
School Name Andrew Jackson			

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

Principal Lucia Perez–Medina	Assistant Principal Catherina Garzon
Coach Clarine Henderson	Coach
ESL Teacher Irene Soto	Guidance Counselor Nerina Rodriguez
Teacher/Subject Area Nydia Bernacet/Science	Parent
Teacher/Subject Area	Parent Coordinator Enid Burgos
Related Service Provider Zedalia Rosa	Other Diana Rivera
Network Leader Ada Orlando	Other Bertha Lugo

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	6	Number of teachers of ELLs without ESL/bilingual certification	6

Number of teachers who hold both a bilingual extension and ESL certification	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	873	Total Number of ELLs	325	ELLs as share of total student population (%)	37.23%
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Part II: ELL Identification Process

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

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

1. All parents of P.S. 145- K enrollees are required to complete a Home Language Identification Survey (HLIS) with the assistance of our trained license certified ESL/Bilingual (English/Spanish) pedagogue Bertha Lugo. This teacher helps us to identify students who may have limited English language proficiency. During the formal administration of the survey, this teacher interviews the parent and the child informally in both English and Spanish. This verifies proficiency of language. If the home language survey is stated to be Spanish, the child is then tested with the Language Battery-Revised (LAB-R) test within 10 days of enrollment to our school. The results of the LAB-R determine whether students are entitled to a bilingual or monolingual program. School administrators use the LAB-R data to form or reform our existing Bilingual Transitional, Dual Language, and English as Second Language Programs. At the beginning of the school year, all classroom teachers are notified about who the entitled students are in their classrooms based on the NYSESLAT and the LAB-R reports. Every classroom teacher receives an ELL-classroom profile for every ELL student in their classroom. The profile combines the modalities of Listening/Speaking and Reading/Writing along with their performance levels on the NYSESLAT and the RLAT reports from ATS, for a period of three years. Classes are formed homogeneously according to NYSESLAT or LAB-R levels to provide students with an appropriate ratio of English to native language, according to our Language Allocation Policy. Steps taken to ensure that every ELL is given the NYSESLAT; * A report from ATS LAB-R NYSESLAT three year exam History is carefully reviewed and analyzed by

our Bilingual Site Compliance, ESL Teachers, and Bilingual teachers.* Once data has been analysed is written down with raw scores for each strand and proficiency English levels, to group and academically plan accordingly to students needs.

2. In order to ensure that all parents understand the three program choices, we hold parent orientations during the fall and spring for all incoming students. Because ELL parents often speak a language other than English, we use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided through group orientations at the beginning of the year. We have many structures in place to inform parents throughout the year in various ways. They include individual meetings, phone conversations, DVD presentations, or at the very least, through informational packets. The Parent Coordinator also works closely with supervisors (assistant principals, bilingual coordinators) to deliver parent information in a timely manner. Through this process, parents are made aware of all three choices available (TBE, DL and Freestanding ESL) and are better equipped to make an informed decision in the placement and education of their children. 1) Home Language Identification Survey (HLIS) is given at enrollment. A trained school pedagogue meets with parents to make an initial determination of the child's home language, and explains the purpose of the Home Language Identification Survey. Once school staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, the child is administered the Language Assessment Battery-Revised (LAB-R) within ten days of the child's arrival. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

3. Parent "Program Selection" forms are distributed to parents during the initial interview upon a child's registration in our school. The parent choice information form informs our school on how we should proceed with our annual language allocation policy, as parent demand dictates which ELL programs we should provide. Parents are also informed through meetings and the orientation video that if a decision is not made on the form or should it not be returned at all, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. 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 Entitlement Letters are also distributed as follows: 1) During parent orientation the DOE/DVD is viewed and explains the different choices they have. 2) During our Parents Teas in September, parents who have not returned choice letters are again given the opportunity to fill them out before they leave. Letters are collected and placed in a file in the Bilingual Site Compliance office. 3) Outreach to parents who may still not have signed and returned the letters is provided through phone calls and mailings. The Parent Coordinator and school staff use the survey portion of this notification to make sure ELL parents are being reached, and that the information they are getting is useful, thorough, and timely.

4. Once ELLs have been identified through the HILS form, they are administered the revised Language Assessment Battery LAB-R, within ten days of enrollment to determine language proficiency. School administration uses the LAB-R to form or reform instructional programs with the initial Language Allocation Policy in mind. After the LAB-R and LAB tests have been concluded and all ELLs have been identified, a parent meeting is planned and executed by initially sending letters to invite the parents to an orientation meeting. Along with this letter, we

send a program selection form, for parents to get familiarized with our school's programs, and an explanation of the type of program their child qualifies based on the results of the test. If the child did not score above the cut scores in the LAB-R, the child belongs in a Transitional Bilingual class (Spanish). If the child indicates a language other than Spanish, the child is placed in our Free standing ESL program. If the child surpassed the cut scores, the child belongs in a monolingual class. These forms are provided in the parent's native language. Parents are then informed of the three choices; Transitional Bilingual, Dual Language, and or English as a Second Language. If parents do not come to the meeting their child is placed in a program based on the LAB-R results by default. Once classes are for new enrollments have been established, we proceed with continue entitlement letters to the rest of our ELL population. We send these letters home and parents decide wheater the child should continue in the same program Transitional Bilingual, ESL or Dual Language. Most of our parents decide to leave their children in the same program. Very few sent letters requesting change of educational program. Students then are place according to request. If a parent does not respond to the first letter, a second and a third notice letter is sent to ensured notice of program. All these letters; continuation of program, Op-out letters, and program choice letters are kept in our Bilingual Site Compliance's office Bertha Lugo for easy access.

5. The trend over the last few years has remained constant with parents choosing TBE followed by DL and very few opting for Freestanding ESL. This is evidence taking by a sampling of the parent choice forms from over the past six years. Prior to P.S 145K re-opening its Dual Language program, the primary selection made by parents was TBE (69) followed by Dual Language (26) and ESL (7). Parents who made no choice totaled 27 whose children were slated for the default choice of TBE. Once we started our Dual Language program, there was a shift in choice. The Majority selected DL (25), followed by TBE (17), and ESL (12). Parents who made no choice totaled 20, whose children were then slated for the default choice of TBE. As of this writing the choice is as follows: TBE (37), followed by DL (37) and ESL (13). Parents who made no choice totaled 6 whose children were then slated for the default choice of BTE. Our community is predominately Hispanic. Most of our children come from Mexico, Puerto Rico, Dominican Republic, and Central and South America. Their predominantly language is Spanish.

6. Program models at P.S. 145-K are aligned with parent requests as referenced by the Parent Survey and Program Selection Forms. Parents are made aware that should the current trend of choices change, we will look into the matter to make the requested accommodations, should the numbers exist and if not the parent coordinator, and or guidance counselor will assist the parent in finding a program of choice at another location.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	3	2	1	1	1								10
Dual Language (50%:50%)	2	1	2	1	1	1								8
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In	1	1	1	1	1	1								6
Total	6	6	6	4	4	4	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	325	Newcomers (ELLs receiving service 0-3 years)	254	Special Education 48
SIFE	5	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years) 13

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. [i](#)

	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	152	5	54	35	0	1	7	0	0	194

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	62	0	1	11	0	0	0	0	0	73
ESL	41	0	1	12	0	5	5	0	1	58
Total	255	5	56	58	0	6	12	0	1	325

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	31	47	32	33	23	28								194
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	31	47	32	33	23	28	0	194						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	31	15	7	17	21	21	1	23	5	15	8	18							73	109
Chinese																			0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	31	15	7	17	21	21	1	23	5	15	8	18	0	0	0	0	0	0	73	109

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 73

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 1

Hispanic/Latino: 108

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	12	5	5	5	7								52
Chinese	1													1

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	19	12	5	5	5	7	0	53						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1.) How is Instruction Delivered? (Organizational Models)

a. Our organizational models consists of the following: TBE (transitional Bilingual Education), Dual Language, ESL /Push-In, CTT (Collaboarative Team Teaching), Bilingual Special Education self contained.

b. What are the program models?

In our Transitional Bilingual Education Program, academic instruction during the school day is provided in Spanish with intensive support in English according to NYSESLAT levels and Language Allocation Policy percentages. English as a Second Language is required and time allotted is determined by the level of language proficiency as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped in heterogeneous classes with students of all levels of English Language proficiency. Each teacher must indicate appropriate minutes for ESL, ELA and NLA on their program cards, as mandated in Part 154. Each individual program card is carefully reviewed by the immediate supervisor, and our Bilingual Site coordinator to ensure that the mandated time is appropriately allotted.

In our Collaborative Team Teaching Program we have two educators (a Certified Bilingual Teacher and a Certified Bilingual Special Education Teacher) taking responsibility for planning, teaching, and monitoring the success of all learners in the class. It is a dynamic process that educators constantly reconfigure to fit their instructional plans and the learning needs of their students. The collaborative team teaching program at P.S. 145K is a Transitional Bilingual Education Model. Our CTT classes follow the same Part 145 indicators to deliver at laeast 360 minutes of ESL per week with 90 minutes of Native Language Arts daily to our beginners and intermediate students. Our advanced students receive at least 180 minutes of ESL per week, 180 of ELA per week and 45 minutes of native language arts per day.

In our Push-in ESL Program, ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning" that require the regular classroom teacher and the ESL teacher to plan on a regular basis (e.g., once a week). In this way, ESL instruction can be integrated into the regular classroom through the content areas using ESL standards-based methodologies including listening, speaking, reading, writing, study skills, visual skills, content vocabulary, and cultural orientation. Our certified ESL teachers make sure that all students receive the appropriate amounts of ESL instruction per week. The objective of this program is to have ELL students become fluent and literate in English.

In our Dual Language Program, academic instruction during the school day follows the side by side, alternate day, 50:50 model (50 percent in English and 50 percent in Spanish). This model satisfies the mandated time for ESL and NLA instruction as indicated in Part 154. Classes include students who are native English speakers and native speakers of a language other than English, e.g., Spanish and English. The objective of this program is to maintain the native language while the ELL student simultaneously learns English. Our Dual Language program is currently six years old and each year continues to move forward a grade as the students' progress. This year our dual language program encompasses all grades of our school. The native English speakers learn the other language, e.g., Spanish. The Dual Language Program is a developmental, language enrichment, bilingual education program that integrates students who are native English speakers and native speakers of another

A. Programming and Scheduling Information

language for most of their content area instruction.

In our Freestanding English as a Second Language classes, all academic instruction during the school day is in English. The core content areas are taught using ESL strategies, and methodologies, using materials that allow for and enhance student participation as well as teachers teach academic subject matter using comprehensible language and context, enabling information to be understood by the learner. The objective of this program is to have ELL students immersed in the English language in order for them to become fluent and literate in the second language. They also receive support in the native language; each of these classrooms has a small library with books in Spanish.

2.) How does the organization of your staff ensure that the mandated numbers of instructional minutes is provided according to proficiency levels in each program model?

Language Allocation Policy is shared with our teachers at the beginning of the year.

a. In our Transitional Bilingual Education Program and Collaborative Team Teaching Program academic instruction during the school day is provided in Spanish with intensive support in English by a Certified Bilingual Teacher. English as a Second Language is required and time allotted is determined by the levels of English language obtained from the NYSESLAT/LAB-R Assessments as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped heterogeneously with students of all levels of English Language proficiency. Teachers must group students in order to provide the mandated time of ESL, ELA and NLA, as indicated in Part 154. In the lower grades, students are likely to display a level of variation in academic and English proficiency. Therefore, teachers in TBE kindergarten classrooms with large numbers of beginning-level ELLs will spend 60 percent of instruction in students' native language, and 40 percent in English all year round. TBE teachers must differentiate their instruction, teaching in the native language at varying levels based on students' English proficiency levels, as indicated by LAB-R or NYSESLAT. In addition, teachers of ELLs use the data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units (TCRWP, Science, Social Studies, Math, etc.) are in place to meet performance standards for each grade level while attending to the needs of students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content areas. For example, teachers instruct beginners using their native language for 60 percent of the day, intermediate students 50 percent, and advanced students 25 percent. In other words, beginning ELLs receive 40 percent of instruction throughout the day in English; intermediate ELLs are taught in English half of the time (50 percent); and, advanced students receive most of their instruction in English (75 percent).

In our Dual Language Program, there are four self-contained grades, First, Third, Fourth and fifth. One certified bilingual teacher in each class. Two side-by-side classrooms in grades Kindergarten and second grade that receive instruction from two teachers. Self-contained teachers and side-by-side teachers are assigned to provide instruction in English and Spanish accordingly to program design. Side-by-side, and self-contained teacher plan all instruction together in order to meet the academic and linguistic objectives of all the students. To ensure that the two languages are covered equally, P.S. 145-K uses the side-by-side 50:50 model, Alternating week. The dual

A. Programming and Scheduling Information

language classes follow an alternating pattern of language instruction, one week in English and alternating to the next week in Spanish. All instruction is delivered in both English and Spanish.

In our Push-In ESL Program, the ESL and classroom teacher work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. P.S. 145-K will spend the mandated minutes of ESL instruction aligned to ELA standards daily. For beginner and intermediate level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused to help them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Native Language materials are available in each classroom to support the needs of our ESL students.

3.) Describe how the content areas are delivered in each program model. Please specify the language and the instructional approaches and methods used to make content comprehensible to enrich language development.

In our Transitional Bilingual Education program, the content area instructional component is delivered in the student's native language (Spanish) according to ratios in our Language Allocation Policy. Intensive support in English is provided for students' duration in transition. For our beginner students the ratio of English vs. Spanish is 60:40, intermediate is 50:50 and advanced is 25:75. As the year progresses the percentages of native language instruction decrease and the percentage of ESL increase. This varies depending on the beginning language levels of the students. Teachers use a variety of instructional approaches and methods to deliver their lessons. First and foremost we utilize the students Native language as a vehicle to transfer literacy skills into the second language. Accountable talk is encouraged through out the day. Through VTS (Visual Thinking Strategies) program, students are constantly engage in discussions with partners. Read Alouds, Shared and Guided reading.

Our Dual Language program is a developmental, language-enriched, bilingual education program that integrates students who are native English speakers with native speakers of another language for all their content-area instruction. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Our Dual Language program provides students with an academically rigorous curriculum in two languages, enabling both ELLs and English Proficient (EP) students to meet or exceed New York State and City standards. Participating students become bilingual, bi-literate, and bicultural. We follow the 50:50 organizational design of a Dual Language program, in which the amount of instructional time is equally divided between the two languages at each grade level. The goals for students of both language groups in the Dual Language program are as follows. Our Dual language classes are serviced by bilingual licensed cluster teachers (science and art). These teachers use ESL methodology to instruct their students. There is active student engagement through cooperative learning, group work, accountable talk and sharing.

In our Freestanding ESL Program students receive instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL standards based-methodologies including listening, speaking, reading, writing, study skills,

A. Programming and Scheduling Information

visual skills, content vocabulary and cultural orientation. Content is also supported by a bilingual library that contain both English and Spanish level library books use as resource.

4.)To ensure that all ELLs are appropriately evaluated in their native language we administered baseline assessment from the "Calle" reading program as pre and post asesment to grades Kindergarten to 5th. The DRA running records in spanish for comprehension to all grades K-5.

5.) How do you differentiate instruction for ELL subgroups?

Our SIFE students instructional plan, depending on the amount of students. In previous years we have created a bridge class if the amount of students is over ten. In recent years the amount of SIFE students is not more than 5, therefore they are place according to grade level. The personnel serving these students get together to create an academic intervention plan per students. Once the plan is done, instruction is implemented in small group, and one to one instruction. Usually teachers speak the students' native language to help them develop higher levels of their native language skills while they acquire English. These students will follow the 60/40 model of language allocation throughout the school day. Assessment is conducted regularly to identify academic growth, and plan accordingly.

5b.ELL students less than 3 years receive differentiated instruction by proficiency level through both whole group and individualized manners. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encourage. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further source to practice their English. This includes the use computers; books on tape, listening centers, visuals, overhead projectors. Children are also afforded the oportunity to attend the 37 1/2 morning session, and our after school SES program Monday and Wednesday, and our Saturday ELL Institute. These programs are taught by PS 145 teachers and focused the children on the skills and strategies they need to become proficient on the NYSESLAT and also pass the NYS ELA exam Teachers provide a print rich environment with the Commom Core Standadrs promonently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English ans Spanish, to help children during independent reading and writing. These teachers also receive regular profesional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Buildeing.

5C.ELL students here 4 to 6 years receive differentiated instruction by proficiency levels through both whole group and individualized instruction. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encourage. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of Reading Street, Succes Maker, and Acuity which in addition to acclimating students to testing methologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the oppportunity to attend the 37 1/2 morning session , the afterschool program Monday and Wednesday, and the Saturday ELL Institute. These programs are taught by PS 145 teachers and focus their children on the skills and strategies that they will need to become proficient on the NYSESLAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All

A. Programming and Scheduling Information

classrooms include Word Walls in both English and the Native Language, to help children during Independent Reading and Writing. Teachers of these children also receive regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction. These students are supported by the classroom teachers and AIS/ESL push-in teachers in promoting critical thinking skills during the day and extended day activities. Students are targeted as part of an inquiry based focus group which works with them through small group instruction on a regular basis.

5d. Long Term ELLs (completed 6 years) receive differentiated instruction by proficiency level through both whole group and individualized instruction using our Reading program Reading Street which is geared to our ELL population Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through group work, cooperative learning, accountable talk, data based research and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of computers, overhead projectors, Elmos or documents readers to enhance or demonstrate academic materials as means of using visuals, and acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend the SES Liberty Learning Lab afterschool program (Monday and Wednesday) 3-5 pm. These programs are taught by PS 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSESLAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. These teachers have also received support from administration, and regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization, and Schema Building. Teachers have also participated and (continue to) in study groups focused on differentiated instruction. These students are supported by the classroom teacher and AIS/ESL push-in teachers in promoting critical thinking skills during the day and extended day activities.

6. The Instructional strategies use to provide access to academic content and accelerate English language development are, small group instruction, one to one instruction, peer collaboration, and content based research groups. The instructional and grade level materials that teachers of ELL-SWDs use to support our students are: content leveled libraries in English and Native Languages (Spanish). Reading Street, Calle, and Side Walk, a rigorous differentiated reading program that addresses the needs of our Regular bilingual students and our ELL-SWD students.

7. Our School uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8.) Describe your targeted intervention program for ELLs in ELA, math and other content areas.....

We have an extensive academic intervention program for our ELLs at P.S. 145K. Generally academic intervention programs are delivered on a push-in basis by 1 ESL certified teachers , and a team of AIS personnel including an AIS paraprofessional. Services are delivered to our ELLs in small groups and on one-to-one basis. The services are provided during the school day, extended day, and extended week (Saturday, ELL Academy). For ELA in grades 1 and 2, academic intervention teachers push into the classes 4 to 5 times per week. They focus on guided reading and word study, using ESL methodology to deliver lessons. In grades 3, 4 and 5 teachers focus on specific reading skills identified after a baseline assessment(Reading Street) Unit Benchmark test. For Mathematics academic intervention is also delivered small group and one-to-one. Teachers push into the class during the day and extended day. A push-in Math Intervention Team (MIT) program for differentiated instruction has been implemented for grades 3, 4, and 5. During our 37 1/2 one day is dedicated to review math skills according to students deficiencies.

9.) After an ELL student has reached a level of proficiency on the NYSESLAT, that student will continue to be supported by the push-in ESL teacher for the immediately proceeding 2 years. Native language material is also available for these students in their monolingual classroom. We try whenever possible to place these students with a teachers who speaks the same native language and is knowledgeable of ESL methodology. We provide support as needed and/or recommended by classroom teachers. These students will continue to receive testing modifications for the next two years. These students will be offered the opportunity to participate in after school programs funded by Title I and Title III.

10.) A new reading program is in full effect this year(Reading Street). This reading program uses the Reading First guidelines and the core curriculum standards

11.) We will not discontinue any of our current educational program. We are currently analysing our Math program.

12.) The ELLs at P.S. 145K are encourage to apply to all of the program that we offer, While some of the programs are strictly specified for our ELLs. We have an SES provider (Liberty Learning Lab) who accepts all of the students who apply in the building. Our Saturday ELL institute is geared specifically for our ELL population, in an effort to help them achieve levels of proficiency on the NYSESLAT and passing grades on the ELA exam.

13.) Our instructional model materials uses K–5: Reading Street, to develop Reading and Writing that focuses on balance Literacy. Also a comprehensive intervention resource designed to accelerate literacy and language development. Science, Social Studies, and Math aligned with the standards.

14.) According to our Language Allocation Policy Native Language (Spanish) instruction is planned according to percentage of program model. For our beginner ELLs the ratio of Spanish is 60 percent. Intermediate is 50 percent, and advanced is 25 percent. For each program the language objectives are carefully planned and matched with appropriate content described as follows:

In our Transitional Bilingual Program students receive 90 minutes of native language instruction daily. Our Dual Language receive an entire week of Native Language Arts according to the 50/50, alternate week program model. Every ESL classroom is equipped with a native language library, containing book according to students levels.

15.) At P.S. 145 our faculty is assigned according to credentials and needs of students. ESL cluster teachers and coaches are divided among the school population between primary and upper grades. ESL in the primary grades are handled by Ms. Soto. The personnel for counseling, Physical, Occupational, and Speech Therapy have their students grouped by language, age, primary or upper grades. We match services and support based on academic, social and emotional development. Academic programs Skills and instruction are scaffolded according to needs and development.

16.) Before the beginning of the school year based upon the projected numbers of newly enrolled ELL students our school creates a tentative organization to form classes in grades K–5th, with highly qualified bilingual/ESL teachers. Materials are ordered for the new school year beforehand, to cover the core curriculum. Our plan for new comers is to emphasized language development. To best support their academic needs the 60/40 model of language allocation along with flexible grouping and continuous assessments are utilized in the planning and implementation of instruction. Our systematic goal is to align our ELL students, staff and program to ensure the developmental continuum for English language acquisition.

17.) The only language elective that we have to offer to our New comers is Spanish.

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)?

1.) In each classroom from Kindergarten to Fifth grade, the language is separated according to program. Each class is composed of EP's and ELL's and EPs. The English Proficient and English language learners are integrated 100% of the day–everyday. The language of instruction is based on a weekly cycle –one week of instruction is conducted in English and the next week the instruction is conducted in Spanish.

2.) Each week the EP's and ELL's receive 100% instruction in alternate languages. After five days, the language of instruction is 50% in Spanish and 50% in English. All content areas that are taught in both English and Spanish are Social Studies, Science, Health and Art.

3.) Our Kindergarten and First grade uses the Roller Coaster Method one day English, one day Spanish. Grades 2nd, 3rd, 4th, and 5th, use the 50/50 model one week English and one week Spanish throughout all content areas. The language used for each content area matches the language of the day K-1, and the language of the week for 2nd-3rd.

4.) The Dual Language model configuration that is currently in place in our school is side by side alternate day program in kindergarten. and second grade. There are two separate classrooms for instruction in each of the two languages (Spanish room and English room). First,third,four and fifth are self contained. One teacher who provides instruction in both languages. alternating the languages on a weekly basis

5.) The two groups of students are linguistically integrated. Depending on the model configuration. Each classroom contains instructional materials that are well organized so that the language of instruction is clearly designated by color(red-Spanish)(blue-English). The Emergent Literacy is taught Simultaneously both languages taught at the same time

D. Professional Development and Support for School Staff

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

Professional Development and support for school staff:

1. Our ELL personal participates in specialized Professional Development that emphasize on appropriate instructional approaches and methods use to teach ELLs. Professional development consists of in-house programs, outside contracted personnel. Common Branch teachers, and paraprofessionals have received P.D. in small group work, differentiated instruction as well as having Susan Sullivan (author) coming in to work with administration on differentiated instruction. Our Bilingual Teacher Trainer has also implemented RIGOR program with our 3rd-5th grades. VTS (Visual Thinking Strategies) program geared to help children build language, which in turn contribute to the writing skills of the students. All bilingual classes and common branch teachers with ELL students participate in the VTS strategies. Our guidance councilor, school psychologist and parent coordinator have all received training with regard to student in temporary housing, bullying, suicide prevention, child abuse, IEP goal setting, related services, mandated services and academic outreach. The secretaries from school have received training in payroll system and Leave and TRAC and pension. Our Physical Therapist has gone from training in 'The Research Driven Practice, NDT, Integrating Standardized Assessments into school based practice, The Pediatric Primer and Evidence Based Practice." Our Speech Therapists have gone out to P.D. on Contextualized Language and Speech/Language Staff P.D. Conference. ESL strategies PD will be provided for all support personnel and administration. On February and April 2012 as part of the Jose P. mandated training.
2. In order to assure that our ELLs have a smooth transition from our school to the feeding intermediate school we have constant communication with the administration of the school. In addition, the feeding Intermediate school offers Saturday professional development for upper grade teachers of our school to help prepare our students for the transition to middle school. Guidance Counselor identifies Middle schools providing strong academic services for our ELL students, and reaches out to our feeding Middle schools to talk about the different programs we have in our school, to see if there could be a continuation Of programs like Dual Language.
3. Twice a year our schools dedicates time to train our newly arrived teachers and teachers who have not finished their 7.5 mandated ELL/ESL training. This year on February and April/2012 are our dates to train teachers, either by outside personnel or in-house ESL teacher Ms. Soto and Mrs. Bertha Lugo Bilingual Site Coordinator to do the training. All records of this training are kept in the Bilingual Coordinator's room for easy access.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1.) The school as a whole holds parent-teacher conferences twice a year with the rest of the city. In addition, we hold various workshops throughout the year. We also tailor workshops according to parents' needs and requests.

2.) Our parent coordinator Enid Burgos seeks for different agencies to come to our school to provide workshops based on the different needs. We have had Cornell University for the last 4 years to provide workshops on parenting, and nutrition. we've had a great success with this program.

3.) We have taken into account their feed back when making decisions based on formal and informal surveys. We are fortunate enough to have ample staff that is able to provide translation services for English only speaking staff members when needed. We also make use of the DOE Translation unit when the need arises.

4.) During the month of September we send out a surveys to find out what programs parents are in the most need. Our ESL classes, and computer classes. Saturdays seem to be a great success. Parents have requested it year after year. we also provide educational trips to "Repertorio Español", New York City landmarks, and libraries. Parents are encouraged to attend assembly programs provided by their children as well as outside performers. Writing celebration notices are sent out by teachers upon completion of writing pieces. Parents are kept informed through regular progress reports which are sent out in between marking periods. We communicate by telephone and mail to discuss issues and student progress as well. We are currently looking into new technology which will allow us to communicate more effectively with all parents by means of telephone, e-mail, text and cell phone. Parents are invited to our twice yearly (September and June) Parent Teas. Discussions are held with regard to school-wide and grade-wide goals for the current year in the fall and the coming year in the spring. Parents visit the classrooms and meet teachers where goals and partnerships are explored. There are orientation meeting which we hold in May, June and September for new incoming students. The PTA holds monthly meetings throughout the year in both English and Spanish and parents participate in a variety of workshops throughout the year given by both in-house

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)	37	1	0	2	3	1								44
Intermediate(I)	11	0	0	0	0	0								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	19	0	0	0	0	0								19
Total	67	1	0	2	3	1	0	0	0	0	0	0	0	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	1	1	1	0	1	1							
	I	16	8	7	2	3	14							
	A	32	38	18	21	19	29							
	P	28	31	15	16	23	7							
READING / WRITING	B	18	18	13	1	3	3							
	I	20	12	15	7	16	7							
	A	13	25	10	20	23	17							
	P	26	23	3	11	4	14							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	24	6	0	36
4	21	24	2	0	47
5	21	19	6	0	46
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	4	12	9	2	5	1	1	38
4	1	12	10	16	5	4	0	0	48
5	11	5	17	2	10	0	1	0	46
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	6	3	14	13	11	0	1	48
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	12	24	52	0	1	5	6
Chinese Reading Test								

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

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

1.) The tools our school uses to assess the early literacy skills of our ELLs are the following: Fountas and Pinnell, periodic running records, Reading Street baseline test, weekly selection test, Fresh reads for differentiated test practice, Unit benchmark test, Data collected from this assessments tools is used to plan curriculum according to students needs, strength and weaknesses. We also plan rigorous instruction across the different programs to set goals for our ELL students .

2.) The data patterns across proficiency levels on the Lab-R, and the NYSESLAT revealed that after two years on the Bilingual Program students are able to transfer their skills and knowledge into the second language. For the most part our ELLs go up one or two levels above beginners after taking the NYSESLAT for the first time. The NYSESLAT revealed that in 2010 most our students scored between Advanced (141), intermeadiate (79), leaving (56) at the beginning level. On the Lab-R most of our new comers scored at the biginning level.

3.) Looking at individual NYSESLAT modalities allows us to determined strengths and deficiencies within the four strands. The Performance of each modality provides us with meaningful information that enables us to identify and prioritize according to grade level specific skills and strategies as teaching tools to meet students' needs, and appropriately differentiate instruction among our English language levels. This analysis involves a careful collaborative partnership among grade teachers. Together they collect data, and identify learning outcomes,

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.

CONT. from page 14

4. a. We have found that the patterns across proficiencies and grades have been increasing in levels for the last two consecutive years. The area that we have found with the highest progress is the combined modalities of Listening/Speaking. in which the majority of our students fall between the levels of Advanced and Proficient. Although, there has been a high increase on the other two modalities of Reading/Writing across the grades it still staggers between the levels of Intermediate and Advance. Our ELL students have moved up on proficiency levels and raw scores. The ELLs are fairing fairly well in tests taken in English as compared to the native language if their overall proficiency level falls in Advance. Last year 70 of our ELLs became proficient on the NYSESLAT.

b. Teachers as well as the school leadership meet once a week on their common preparation period to discussed ELL periodic assessment, student data, strategies, skills, and curriculum to be implemented with their group of students. After they have discussed data, they plan according to student weaknesses and strenghts, to tailor their instruction and reinforce skills. Training and support is given to bilingual teachers as well as monolingual teachers of ELLs. Our two literacy coaches, and our bilingual teacher trainer conduct these trainings individually or during grade meetings.

c. The school has learned that ELLs who take periodic assessment and have an enrich native language curriculum perform better than their counterparts. This collection of finding allow us to identify and prioritize appropriate resource materials that focuses on academic achievement, language and social development.

5. a. All our English Proficient students are assessed in Spanish with EL SOL and ELE . They are also given periodic assessment in Spanish to determine their Spanish reading level, and also their proficiencie Spanish language level.

b. Our EPs receive regular unit tests in Spanish for all content areas. Our data indicates that our dual language students are at or above grade level in Spanish by the second grade.

c. State and city Assessments ELA and Math indicate that EPs, are meeting standards. Last year the majority of our 3rd graders scored a 3 on the ELA, and so did our 4th grade. On the Math assessment data showed that their performance was the same as ELA the vast majority scored a 3 on Math.

6. We evaluate the success of our programs for ELLs by articulating and collaborating with classroom teachers. By discussing the implementation and effectiveness of our programs we can monitor and scaffold using different strategies. Pre and post-tests are given to our ELL students to monitor their performance and progress, which helps teachers set and revise student goals to strategically target their instruction. Just this past school year the effectiveness of the programs used was demonstrated on all of our High-stake tests, we were able to measure all of our ELLs progress and performance. Our findings indicated that our ELL students did make gains from the previous year and met their targeted goals.

Part VI: LAP Assurances

School Name: Andrew Jackson

School DBN: 32K145

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucia Perez-Medina	Principal		11/21/11
Catherina Garzon	Assistant Principal		11/21/11
Enid Burgos	Parent Coordinator		11/21/11
Irene Soto	ESL Teacher		11/21/11
	Parent		11/21/11
Nydia Bernacet	Teacher/Subject Area		11/21/11
Bertha Lugo	Teacher/Subject Area		11/21/11
	Coach		11/21/11
	Coach		11/21/11
Nerina Rodriguez	Guidance Counselor		11/21/11
Ada Orlando	Network Leader		11/21/11
	Other		11/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **32K145** School Name: **Andrew Jackson**

Cluster: **4** Network: **412**

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

Part A: Needs Assessment Findings

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

At PS 145, our main languages are English and Spanish with 3 students speaking Mandarin. According to our data report, 94% of our population is Hispanic, and approximately 4.4% of our students are recent arrivals from Puerto Rico, Mexico, and Ecuador. In Addition we have had recent arrivals from Dominican Republic who test as ELLs. This data, along with information gathered from the Home Language Survey (HLIS), ATS (RPOB) information, emergency blue cards filled out by parents at time of registration, and/or individual request from parents to get schools information in their proper native language. All this data makes it very clear for our pupils needs assessment, and all the related material sent from our school to ensure that parents understand the information that is sent. We have three families that require Mandarin translations. One of our staff members is fluent in Mandarin to provide personal oral interpretation or through phone calls. There are also other Mandarin-English speaker parents who volunteer for translations during Parent Teacher Conferences. All materials going out to parents are translated into Spanish to assure parents understanding, and involvement. All of our agendas, parents' notifications letters, school monthly calendar, PTA meetings attendance, parents coordinators logs, Parent Teacher Conference attendance sheet, day school activities (parents programs), and Saturday activities attendance and ESL attendance sheets are looked very carefully.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our non-English speaking parents are native speakers of Spanish, and a small number of Mandaring speakers. This information, as well as the services provided and available, are addressed in parent meetings and with individual parents. In addition to written translations, we find the need to provide for interpretation services. We are very lucky to have the majority of our staff to have Spanish speaking background. Teachers are able to communicate with parents in their native language. There is always staff available for those teachers who do not speak Spanish. Our Parents coordinator Enid Burgos and our Bilingual Site compliance Bertha Lugo, are always available to translate documents to be sent out, and also whenever a parents requires oral translation. All these findings are share with our school

community during meetings. The data documents mentioned above are centrally located in the Bilingual Site Compliance's office to have easy access whenever the need

Part B: Strategies and Activities

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

All school communication handouts are provided in English and Spanish. All these items are translated by in-house school staff. Chinese (Mandarin) translations are provided by New York City Department of Education translation services.

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

All parent meetings and workshops are conducted in English and Spanish. School staff assigned to provide interpretation are available during Parent Teacher conferences and at all times for individual parent meetings. As mentioned above we are very lucky to have the majority of our staff to be Spanish background. Our teachers are able to communicate with the majority of our parents in Spanish and English. For the non-English speaking teachers our parent coordinator and or our Bilingual Site Compliance are always available to do oral translations, and letters to parents. There is always personnel assigned to attend meetings on Saturday to assist with translations. For our Mandarin speaking parents, Mandarin-English parents volunteers are available. In any given case that we can not get volunteers to assist, the translation Unit is contacted.

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>.

The school is fulfilling all that is mandated in Chancellor's Regulations A663. The primary language spoken by parents is determined through information rendered by the Home Language Survey. With a population of 93% Hispanic, the primary language other than English is Spanish. We will identify any other language groups needed. For languages other than Spanish, we will use the Translation and Interpretation Unit to secure information not readily available at DOE websites. We currently provide Spanish translations for all documents sent home. These include report cards, conduct, safety and discipline policies, legal and disciplinary matters, special education and related service forms, permission slips and consent forms. Department of Education notices of citywide and regional meetings are backpacked in both English and Spanish. We inform parents of the availability of services provided by the department and the information is posted (Attachment A). We ensure that parents in need of language services are not prevented from communicating with our administrative offices due to language barriers related by providing bilingual Spanish staff members.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 145	DBN: 32K145
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 262
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: 5 # of content area teachers: 1

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:

At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in the native language (Spanish), and ESL instruction to eligible ELLs, and where possible, former ELLs, SIFE students, Long Term ELLs, and Students with Disabilities.

The After School program will target First and Second graders for four hours a week-two days a week, 3:00-5:00pm for a total of 10 sessions. Approximately 12-15 students at each grade level will participate for a total of 24-30 students. The purpose of this program is to address academic language and vocabulary development in the native language and English, as well as the core subjects in the early education years as an intervention to support students' ability to demonstrate greater growth as measured by the NYSESLAT.

The Saturday Academy will run for three hour sessions from 9:00AM-12:00PM for a total of 16 sessions and will focus on writing for grades 2-5. Approximately 12 students for each grade will participate for a total of 48 students. Both programs will run from December 2012 to April 2012. It is our goal to support students toward making gains that will result in meeting our AMO targets and ultimately the ELA.

Teachers will have clear parameters for language of instruction particular to their group levels and according to Part 154 mandates. All classes will be taught by Bilingual/ESL teachers. A technology paraprofessional will be funded to support the use of technology in individualized instructional software in the computer lab. Program schedules, attendance rosters and progress notes will be established and maintained for the target population. Students' profiles and assessments from their regular classroom teachers will be used to establish goals and benchmarks for the Afterschool and Saturday Academy. Support instructional material will include NYSESLAT PREP booklets, Keep on Reading Strategy books and Visual Support/general supplies.

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:

Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our ELL students through our regular and special education transitional bilingual program, our dual language program, and students in monolingual classes (ESL). Professional development will be conducted by administrators CFN specialists, as well as consultants. Professional development activities will include demonstration lessons, intervisitations, study groups, workshops and conferences. Scaffolding activities will be developed and shared. Up to 23 teachers

Part C: Professional Development

(Bilingual, ESL) will participate in professional development sessions, workshops and lesson demonstrations that will highlight best teaching practices for second language learners. Teachers will review the ESL performance standards.

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:

Our school's expectations for parental involvement is to support and strengthen student academic achievement. The school parent involvement is advertised through and disseminated via monthly newsletters, monthly calendars and Global Connect tele-communications. These advertisements are communicated both in Spanish and English-the major languages spoken by our parents. Also as a support, computer technology, English as a Second Language classes on Saturdays (9-12 PM). Workshops of interest include but not limited to : Cookshop Parent classes, Health (Asthma, Epilepsy, Nutrition, etc.) Energy and Household Budgeting Parent excursions such as: Museum trips, Holiday Landmark trips, Theatrical performances (Repertorio Espanol). There will be opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy classes and Common Core Standards. Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematics, Social Studies and Science.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		