



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 238-THE ANNE SULLIVAN SCHOOL

DBN 21K238

PRINCIPAL: HARLA JOY MUSOFF-WEISS EMAIL: HMUSOFF@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Harla Musoff-Weiss	*Principal or Designee	
Rosemarie Fisichelli	*UFT Chapter Leader or Designee	
Mary Sener	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Brooke Miller	Member/Teacher	
Robert Dacchille	Member/Teacher	
Francesca Givelekian	Member/Teacher	
Leovigilda Torres	Member/Parent	
Orlando Vera	Member/Parent	
Maria Rojas	Member/Parent	
Guadalupo Orea	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, 6 percent of the students, who tested in 2012 (98) and are categorized as English Language Learners, Former English Language Learners and/or Students with Disabilities, will progress at least one level on the NYS ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to increase the number of English Language Learners, Former English Learners and/or Students with Disabilities progressing at least one level on the 2013 NYS ELA exam. Of the 136 students presently in these subgroups, 98 students took the 2012 ELA exam. Of the 98 students tested, 33% (32) were Level 1, 53% (52) were Level 2 and 14% (14) were Level 3. Of the 98 students, 20.4% (20) fall into 2 of the subgroups.

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) 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.

Activity/Strategy #1

- **Professional Development:** Provide professional development to assist teachers in deepening their understanding of Danielson's Enhancing Professional Practice-A Framework for Teaching, including but not limited to, ARIS Learn, teacher-team meetings, Fountas & Pinnell levels, Professional Academy XI, PD 360, intervisitations and Colleague to Colleague sessions. *Colleague to Colleague* will be a series of three workshops conducted over the course of the year examining/targeting the domains identified in Danielson's Framework, providing teachers with the opportunities to reflect and identify their levels of performance in each of the three competencies outlined in the citywide expectations.
- **Target Population:** Teachers servicing/teaching ELLs, FELLs and SWDs
- **Responsible Staff Members:** Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside resources
- **Implementation Timeline:** September 2012-June 2013

Activity/Strategy #2

- **Researched-based Programs:** Achieve 3000, systemic utilization of Ready New York CCLS Instruction in grades 3-8, ACUITY, Fountas & Pinnell along with Reading Tracker to monitor students' progress
- **Target Population:** Students designated as ELLs, FELLs and SWDs in grades 4-8
- **Responsible Staff Members:** Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside sources
- **Implementation Timeline:** September 2012-June 2013

Activity/Strategy #3

- **Enrichment Services:**3 days a week
- **Target Population:** Students with ELL designation
- **Responsible Staff Members:** Administration, ESL teachers
- **Implementation Timeline :**September 2012-June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The need to support our parents will continue to be met through the following:

- ◆ Conferences
- ◆ PTA meetings
- ◆ Newsletters
- ◆ School Leadership meetings
- ◆ Translators
- ◆ Parent Workshops in the following areas:
 - The Importance of Attendance
 - Fire Safety
 - Acuity
 - Nutrition & health
 - Achieve 3000
 - Respect
 - Common Core Workshops In Language Arts-Reading

Budget and resources alignment

- Indicate your school's Title I status: 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 _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: **Conceptual Consolidation**

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).

All funds are used to improve student achievement by providing instructional materials, professional development and highly qualified/licensed personnel.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 85% of the students (125) in grades 6-8 will increase at least one level on a CCLS- based rubric, addressing the category of citing textual evidence as required by CCLS W. 6-8.1, writing an argumentative essay.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing data from the NYS Items Performance Report, it was noted that our students scored below the state average on the constructive responses . Additionally, baseline writing samples revealed that only 2% (3) of the students met the criteria for proficiency on citing textual evidence as support for their answers.

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) 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.

Activity /Strategy #1

- **Professional Development:** Provide professional development to assist teachers in deepening their understanding of Danielson's Enhancing Professional Practice-A Framework for Teaching, including but not limited to, ARIS Learn, Fountas & Pinnell, teacher-team meetings, Professional Academy XI, PD 360, intervisitations and Colleague to Colleague sessions. *Colleague to Colleague* will be a series of three workshops conducted over the course of the year examining/targeting the domains identified in Danielson's Framework, providing teachers with the opportunities to reflect / identify their levels of performance in each of the three competencies outlined in the citywide expectations. Teams will explore professional development available through PD 360 and/or ARIS Learn to assist the school community in setting data-driven short/long term goals to improve instructional practices.
- **Target Population:** Teachers servicing/teaching all general education students, including our ELLs, FELLs and SWDs.
- **Responsible Staff Members:** Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach and outside resources
- **Implementation Timeline:** September 2012-June 2013

Activity/Strategy #2

- **Researched-based Programs:** Achieve 3000, systemic utilization of Ready New York CCLS Instruction in grades 3-8, Fountas & Pinnell, ACUITY.
- **Target Population:** all students in grades 6-8
- **Responsible Staff Members:** Administrators, Teachers of grades 6-8, Data Specialist & Staff Developer, CFN 605 and outside sources
- **Implementation Timeline:** September 2012-June 2013

Activity /Strategy #3

- **The Middle School Language Arts Inquiry Team** will review the students' baseline writing samples, analyze the results to ensure targeted instruction, assist content area teachers with the incorporation of CCLS W.6-8.1 into their units of study, and develop a rubric aligned to CCLS W.6.8-1 for systemic use throughout the middle school
- **Target Population:** students in grades 6-8
- **Responsible Staff Members:** Administration, teachers, staff developer, data specialist, inquiry team members
- **Implementation Timeline:** September 2012-June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The need to support our parents will continue to be met through the following:

- ◆ Conferences
- ◆ PTA meetings
- ◆ Newsletters
- ◆ School Leadership meetings
- ◆ Translators
- ◆ Parent Workshops in the following areas:
 - The Importance of Attendance
 - Fire Safety
 - Acuity
 - Nutrition & Health sponsored by Cornell University Hospital
 - Achieve 3000
 - Respect
 - Common Core Workshops In Language Arts-Writing & Speaking & Listening

Budget and resources 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 _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: **Conceptual Consolidation**

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).

All funds are used to improve student achievement by providing instructional materials, professional development and highly qualified/licensed personnel.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 6 percent of the students, who tested in 2012 (100) and are categorized as English Language Learners, Former English Language Learners and/or Students with Disabilities, will progress at least one level on the NYS Math exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to increase the number of English Language Learners, Former English Learners and/or Students with Disabilities progressing at least one level on the 2013 NYS Math exam. Of the 136 students presently in these subgroups, 100 students took the 2012 Math exam. Of the 100 students tested, 22% (22) were Level 1, 49% (49) were Level 2 and 25% (25) were Level 3 and 4% (4) were Level 4. Of the 100 students, 20% (20) fall into 2 of the subgroups.

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) 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.

Activity/Strategy #1

- **Professional Development:** provide opportunities for teachers to collaborate, in order to accommodate for the shifts in math, share best practices and revisit the units of study created in 2011-2012 to determine the conceptual understanding necessary to successfully complete these units. Participate in inquiry/instructional team to support the creation and implementation of conceptually-based lessons. Teams will explore professional development available through PD 360 and/or ARIS Learn to assist the school community in setting data-driven short/long term goals to improve instructional practices.
- **Target Population:** Teachers servicing/teaching ELLs, FELLs and SWDs
- **Responsible Staff Members:** Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach and outside resources
- **Implementation Timeline:** September 2012-June 2013

Activity/Strategy #2

- **Researched-based Materials:** make resources available, including but not limited to, a selection of Marilyn Burns/Math Solutions publications, the Super Source Math Series as well as the interactive manipulative at <http://illuminations.nctm.org>. Purchase *IXL Learning* to support students' fluency thus allowing for conceptual understanding for grades K-8. Systemically use Curriculum Associates' Ready New York CCLS Instruction for Mathematics in grades 3-8.
- **Target Population:** all students in grades 4-8

- **Responsible Staff Members:** Administrators, Teachers, Data Specialist & Staff Developer, CFN 605 and outside sources
- **Implementation Timeline:** September 2012-June 2013

Activity /Strategy #3

- **The Middle School Math Inquiry Team:** will create and revise lessons allowing for multiple entry points and conceptual understanding.
- **Target Population:** Students designated as ELLs, FELLs and SWDs in grades 4-8
- **Responsible Staff Members:** Administration, teachers, staff developer, data specialist, inquiry team members
- **Implementation Timeline:** September 2012-June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The need to support our parents will continue to be met through the following:

- ◆ Conferences
- ◆ PTA meetings
- ◆ Newsletters
- ◆ School Leadership meetings
- ◆ Translators
- ◆ Parent Workshops in the following areas:
 - The Importance of Attendance
 - Fire Safety
 - Acuity
 - Nutrition & Health sponsored by Cornell University Hospital
 - Achieve 3000
 - Respect
 - Common Core Workshops In Language Arts-Writing & Speaking & Listening

Budget and resources alignment

- Indicate your school's Title I status: 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 _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: Conceptual Consolidation

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).

All funds are used to improve student achievement by providing instructional materials, professional development and highly qualified/licensed personnel.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June, 2013 teachers will have received a minimum of 20 hours of targeted professional development aligned to Citywide Instructional Expectations in order to promote instructional effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In looking at past observations and teachers' reflections aligned to the citywide instructional expectations rubrics, it was determined that professional development was necessary to impact student achievement.

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) 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.

Activity /Strategy #1

- **Staff Support:** Provide opportunities for colleague collaboration, walkthroughs and intervisitations to accommodate for the shifts in math and ELA, to promote conceptual understanding and to share good teaching practices. Teachers will explore professional development available through PD 360, ARIS Learn and Achieve 3000 to assist the school community in setting data-driven short/long term goals to improve instructional practices
- **Target Population:** Teaching Staff
- **Responsible Staff Members:** Administration, teachers, staff developer, data specialist, Achievement Coach, CFN 605
- **Implementation Timeline:** September 2012-June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: 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 _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: Conceptual Consolidation

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).

All funds are used to improve student achievement by providing instructional materials, professional development and highly qualified/licensed personnel.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: 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 _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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	<ul style="list-style-type: none"> • Foundations • Talent Pool • Language for Learning • SRA • Thinking Maps® • Pebbles Go • Achieve3000 • Reading Eggs • Discovery Education • Brain Pop 	<ul style="list-style-type: none"> • Whole class in Kindergarten • Small groups • Small groups • Whole class & small group • School wide instruction • Whole class instruction K-2 • Individual & whole class instruction • Small group/ individual instruction PreK-1 • Individual/small group/whole class instruction • Individual/small group/whole class instruction/assessment 	<ul style="list-style-type: none"> • during school day • during the school day grades 3-8 • during school day • during the school day and for use after school • during the school day and for use after school • during the school day and for use after school • during the school day and for use after school • during the school day • during the school day and for use after school • during the school day and for use after school
Mathematics	<ul style="list-style-type: none"> • SETTS (At-Risk) • Thinking Maps® 	<ul style="list-style-type: none"> • Small group targeted instruction 	<ul style="list-style-type: none"> • after school • during school day and

	<ul style="list-style-type: none"> • Math Connects • Number World • Discovery Education • Brain Pop • IXL 	<ul style="list-style-type: none"> • School wide instruction • Whole class instruction • Whole class instruction • Individual/small group/whole class instruction • Individual/small group/whole class instruction/assessment • Individual/ guided instruction 	<ul style="list-style-type: none"> • personal use after school • during school day • during school day • during the school day and for use after school • during the school day and for use after school • during the school day and for use after school
Science	<ul style="list-style-type: none"> • Regents Test Prep • ESL push-in • Thinking Maps® • Achieve3000 • Discovery Education • Brain Pop 	<ul style="list-style-type: none"> • Small group instruction • Small group • School wide instruction • Whole class/small Individual/small group instruction • Small group/whole class instruction • group/individual instruction 	<ul style="list-style-type: none"> • during the school day and extended day • targeted instruction during school day • during the school day & for use at home • during the school day and for use after school • during the school day and for use after school • during the school day and for use after school
Social Studies	<ul style="list-style-type: none"> • ESL push-in • Thinking Maps • Achieve3000 • Discovery Education • Brain Pop 	<ul style="list-style-type: none"> • Targeted assistance • School wide instruction • Whole class/small group/individual instruction • Small group/whole class instruction • group/individual instruction 	<ul style="list-style-type: none"> • during the school day • during the school day & for use at home • during the school day & for use at home • during the school day and for use after school • during the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> • Students are seen on a scheduled basis and as needed from Pre-K -8th grade. • Optimism club 	<ul style="list-style-type: none"> • Scheduled basis or at-risk • Based on the results on ACT survey

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~~

- **All vacant positions are posted on the Open Market Department of Education Website as well as posted throughout local schools.**
- **Teachers who are new to our school community are scheduled for our Mentoring Moment Program in order to assist their acclimation to the building and acquaint them with available programs (i.e. Achieve 3000, Thinking Maps)**
- ***Colleague to Colleague* is a lunchtime session available to all staff members who need assistance developing text-dependent questions and/or units of study.**
- **Teachers are surveyed several times during the year to gather effective feedback to determine areas of concern and target professional development to assist in those areas.**

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;

**P.S. 238 SCHOOL/PARENT COMPACT
2012-2013**

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- encourage my child to treat all school personnel with respect
- 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;
- treat the teachers in my school with respect & encourage other students to do the same
- 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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 21	Borough Brooklyn	School Number 238
School Name Anne Sullivan School			

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

Principal Harla Musoff-Weiss	Assistant Principal Rita Menkes
Coach Regina Pizza, Staff Developer	Coach
ESL Teacher Tricia Nakleh	Guidance Counselor
Teacher/Subject Area Francesca Givelekian, ESL	Parent
Teacher/Subject Area	Parent Coordinator Gwendolyn Wright
Related Service Provider	Other Joann Acuna, AP
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	585	Total Number of ELLs	142	ELLs as share of total student population (%)	24.27%
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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. The initial identification of potential ELLs begins at the point of enrollment. All parents are asked what their preferred language of communication is. If a language other than English is selected, one of our licensed ESL teachers, an Assistant Principal, or other trained pedagogue is called to participate in the registration process to ensure that a Home Language Identification Survey (HLIS) is given, in the appropriate language. A certified ESL teacher conducts an informal interview, with the assistance of an interpreter, if necessary. If it is determined that a student speaks a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered by an ESL teacher. If a student scores at the beginner, intermediate or advanced level, the student is considered an ELL. If the student scores at the proficient level, the student is not an ELL. All ELLs are assessed annually, using the New York State English as a Second Language Achievement Test (NYSESLAT). This assesses students' proficiency levels in speaking, listening, reading and writing, and determines if they should continue receiving ESL services.

2. After the initial screening and the administration of the LAB-R to the appropriate students, an ELL Parent Orientation Meeting is conducted for parents of newly enrolled ELLs within 10 days of enrollment. The meeting is replete with a comprehensive question and answer session, as well as the viewing of the ELL Parent Information Video, shown in the parents' preferred language of communication, when available. The video explains all three program options available to their children. Subsequent to viewing the video, parents are able to ask extensive questions of the ESL personnel, regarding any concerns they may have to their children's placement in an English language program, including Transitional Bilingual Education, Dual Language, as well the Free Standing English as a Second Language Program. Bilingual translators are present, as appropriate, for these meetings. If the school does not have a bilingual translator on staff, the DOE translation services are used. The ESL staff, in conjunction with the Parent Coordinator and bilingual translators, periodically conducts these informative ELL Parent Orientation Meetings, throughout the school year, as new ELLs enroll in our school. This is done to ensure that ELL Parents are well informed of the program choices available to their children.

3. After the initial screening and subsequent LAB-R testing, entitlement letters are given, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Subsequently, at our ELL Parent Orientation Meeting, the Parent Survey and Program Selection Forms are distributed to the parents. After viewing the informative ELL parent video, the parents fill out the form, with the assistance of the ESL staff, Parent Coordinator, and bilingual translators present at the meeting. These parent meetings are conducted periodically, throughout the school year, in order to ensure that all Parent Survey and Program Selection Forms are filled out and returned. Every effort is made to ensure that parents return their selection forms. Our Parent Coordinator, teachers and administrators repeatedly contact parents to encourage their attendance at an orientation session.

4. After determining students' entitlement for an English language program, we send entitlement letters, in the appropriate home language, to the homes newly-enrolled ELLs. Additionally, we invite parents to an orientation meeting where they receive information in their home language, explaining the program options available to them. They also view an informative video in their home language. Translators are provided at the meeting. After reviewing the parents' responses on the Parent Survey and Program Selection Forms, we

place students in the program aligned with the parents' choice. Each spring, all ELLs are administered the NYSESLAT. Based on these results, each September, parents are notified of their child's ESL proficiency. Notices are sent home, in the native language, informing parents that their child will either continue to receive services or that they have reached English proficiency and will no longer receive ESL/bilingual services.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we have determined that the majority of our ELL parents choose the Freestanding ESL program for their children. For the 2011-2012 school year, we have 28 newly enrolled ELLs. 100% of the parents chose Freestanding ESL on the Parent Survey and Program Selection Form.

6. The program model, Freestanding ESL, which is offered at our school, is aligned with the parent requests indicated on the Parent Survey and Program Selection Forms.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1				1	1								3
Push-In	2	2	2	2	2		2	2	2					16
Total	3	2	2	2	3	1	2	2	2	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	112	Special Education	51
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	5

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	112		38	25		11	5		2	142
Total	112	0	38	25	0	11	5	0	2	142

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	12	10	17	9	8	5	6	3					90
Chinese	1	1	2	1	4	2	1	0	0					12
Russian	3	4	2	1	2	2	1	0	0					15
Bengali							2	1						3
Urdu	3	1	1	2	0	1	1	4	1					14
Arabic			1				1							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		2												2
Albanian					1									1
Other						2	1							3
TOTAL	27	20	16	21	16	15	12	11	4	0	0	0	0	142

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?

1. a.) In an effort to target the diverse needs of our ELL population, we are utilizing various teaching organizational models. At the elementary school level, the ESL teachers target literacy, using a combination of push-in and pull-out modes of instruction. In addition, we have a self-contained Kindergarten and self contained fourth grade ESL class, taught by certified ESL teachers. In our middle school, ESL is predominantly taught through a push-in model, whereby the ESL and content-area teachers engage in collaboration and team teaching. The middle school ESL teacher co-teaches in the content area of social studies. The fifth grade ELL students receive ESL instruction through the content area of English Language Arts; this subject is taught by a certified ESL teacher. Content area standards, as well as ESL standards, are addressed and reviewed. Classroom teachers work in collaboration with the ESL teachers to develop data-driven instruction, embedded with ESL strategies. Through collaborative inquiry, ESL teachers meet with classroom teachers on a regular basis to share ESL strategies that will benefit all students. This maximizes the literacy-content connection.

1. b.) All students in Kindergarten through eighth grade are grouped heterogeneously in their classrooms. However, during pull-out ESL instructional periods, students are grouped homogeneously, according to their proficiency levels. This ensures an optimum environment for specific differentiated instruction by the ESL educators.

2. We are fortunate to have six certified ESL teachers, ensuring that all ELL students receive the mandated number of instructional minutes, as per CR Part 154. All students at the beginning and intermediate proficiency levels receive 360 minutes of ESL instruction weekly. The advanced students receive 180 minutes per week. All students, regardless of ELL status or proficiency level, receive at least 360 minutes of ELA instruction per week, which is well beyond the stipulated amount, as outlined in CR Part 154.

2. a.) Explicit ESL instruction is delivered within the elementary school through the push-in/pull-out model to groups of students depending on their level of proficiency. Students who are advanced, receive 180 minutes per week of ESL instruction with alternating push-in and pull-out services. Students who are at the beginning or intermediate level receive 360 minutes of ESL instruction per week. Within the fifth grade, a certified ESL teacher teaches ELA using ESL strategies and methodologies to a group of ELLs and F-ELLs. In grades 6 through 8, ELL students receive 405 minutes of ELA instruction. Native language supports are available for all students in the form of glossaries, dictionaries, translators, and pairing of students with common native language.

3. During the ESL push-in model, content area instruction is amplified through the use of leveled alternate texts, sentence deconstruction, vocabulary ladders, illustrations, classroom computers, SmartBoards, as well as authentic hands-on materials and manipulatives. Content

A. Programming and Scheduling Information

is taught through collaborative team teaching and small guided, differentiated groups. Academic language development is fostered through differentiated activities, individualized to meet the specific needs of all students. During pull out periods, teachers focus on building academic language and Tier II vocabulary as well as ELA skills and test-taking strategies. Teachers use data from classroom assessments, Acuity and State Exams in order to target specific areas of deficiency in order to target the needs of individual students.

4. All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the LAB-R. This is done to determine the language dominance of these ELLs.

5. a.) Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ESL instruction, and provided with remedial instruction, wherever necessary. The curriculum and standards are adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

5. b.) Newcomers who have been enrolled in our school for less than three years comprise roughly 79% of our total ELL population. It is therefore necessary to implement a rigorous academic ESL program, ensuring that students develop both BICS, Basic Interpersonal Communication Skills, and CALP, Cognitive Academic Language Proficiency in an accelerated manner. For those students who have less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded books, and art projects. Listening stations are utilized so that students may listen and read concurrently. Every effort is made to bring the students' home language and culture into the classroom, by using various materials in their native languages. As students progress beyond their first year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This ensures that ELLs, who may not understand the academics through the use of regular texts grasp the content and meaning from the various alternate texts and authentic materials infused by ESL teachers into content area instruction.

Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. The content area is derived from the grade-level expectations and curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills. A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas.

English Language Learners in grades 3-8 must take the New York State ELA exam after one year of English language instruction. These students receive rigorous ELA instruction during the school day, as well as during our extended day program, where students are grouped according to level of proficiency. Test-taking strategies are introduced and reinforced throughout the school year, in order to ensure our ELL students are prepared for high-stakes exams.

5. c.) For students who have been in ESL for four to six years, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and vigorous vocabulary activities enhances students' academic language acquisition and proficiency. Academia is highly promoted through hands-on activities and the use of manipulatives. To that end, realia, texts, vivid illustrations and visuals promote critical thinking and inferencing, which ultimately motivates students to ask skilled questions, promoting further academia. Our fourth grade ESL population is served in a self-contained ESL class, which is taught by a certified ESL teacher for every major subject. Additional support is provided to this group by a push-in ESL teacher six times per week. This is done to ensure that this group of students makes progress and attains proficiency in the Cognitive Academic Language Proficiency.

5. d.) The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long-Term ELLs. While our Long-Term ELL population is minimal, these students receive more personalized attention and differentiated instruction

A. Programming and Scheduling Information

in an effort to help them attain English language proficiency. These students are given more time on task and are provided with additional instructional time during the school day and during our extended day program. Instruction for long-term ELLs has a strong foundation in literacy, writing and academic vocabulary development.

6. The ESL department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, books on tape, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-functioning students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness.

7. The ESL team works closely with the School Assessment Team in order to develop IEP goals and recommendations for ELL-SWDs. This ensures that we meet the diverse needs of this population, within the least restrictive environment. ESL teachers work with classroom teachers, as well as collaborative teacher teams in order to design appropriate curricular and instructional plans and units of study for our ELL-SWDs. ESL program scheduling ensures that these students receive ESL support during reading and math workshops. In addition, we have hired a part-time ESL teacher who works specifically with our Learning Disabled ESL population in grades two through five. This teacher work three days per week, and has over thirty years of experience in working with ELLs. His primary focus is literacy development within this ELL subpopulation.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

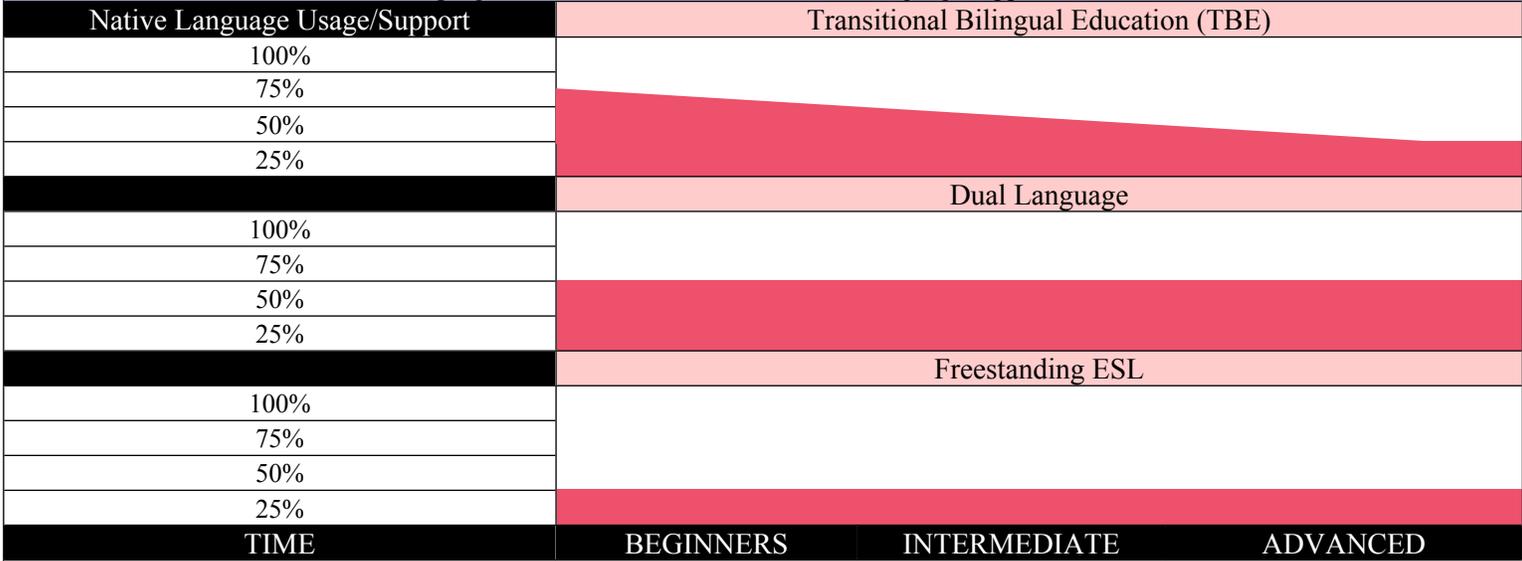
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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. Our goals focus on improved student achievement. Our school design embraces a standards-based curriculum as the foundation for teaching and maintains that instruction should be driven by assessment. To support this goal, we offer a wide array of targeted intervention programs for all students in ELA, math and the content areas. The following literacy-based programs support all students, including ELLs, during the school day; Imagine It, Treasures, Foundations, Talent Pool, Ramp-Up, Language for Learning, SRA, Imagine It, Interactive Read Aloud, and Thinking Maps. To support our students in the content area of math, we utilize the following programs; Everyday Math, Impact Mathematics, Math Regents Preparation, Buckle Down, Thinking Maps, Math Connects, and Number World. In the content areas of science and social studies, we use the New York State curriculum, as well as various test preparation materials, provide science tutoring, Regents test-prep, and the Internet Café.

9. ELLs who attain proficiency on the NYSESLAT exam continue to receive instructional support, in the content areas, during the ESL push-in periods. Continuing transitional support focuses on maintaining and enhancing students' academic language and overall proficiency. Classroom teachers give those former ELLs extra attention and provide differentiated materials and activities to meet their diverse needs. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

10. For the 2011-2012 school year, we will continue utilizing the Imagine It! reading program in grades one through four, and introduce this successful literacy-based program to grades five, and six. The goal of the Imagine It! Program is to ensure access and ultimate success for all students. The goal, with regard to English learners, is to understand and use English in social, as well as academic contexts so that they can fully participate in all academic learning. They must develop receptive English language skills such as listening and reading, and be able to use them for the purpose of vocabulary acquisition and writing development throughout the content areas. Students will learn to expand their language skills for the purpose of asking questions, clarifying, summarizing, predicting, justifying, evaluating, persuading, and sharing information effectively. The program specifically targets those elements that are most challenging for ELLs, namely; transferable and non-transferable language skills, phonological, morphological, syntactical, and semantic structures of English, academic and survival vocabulary, organization and delivery of oral communication, speaking applications, text comprehension, formation of complex sentence structures, as well as grammar and usage skills.

An additional literacy program that we will be introducing to both this school year is Treasures. This research-based program works to build reading capacity for early childhood students, through phonics, phonemic awareness, sight words, listening skills, and reading comprehension strategies. This program includes instruction tailored to meet the learning needs of English Language Learners.

In an effort to prepare students to meet the challenges of the Common Core Learning Standards, we will be utilizing CCLS-based units of study and accompanying writing tasks, which have been developed by master pedagogues in the areas of ELA and math. These units will become a framework for the development of a rigorous CCL Standards-based curriculum.

11. We have had much success with the Imagine It! Literacy program in the lower grades, and have decided to introduce it to grades five and six for the 2011-2012 school year. As a result, we are discontinuing the use of the Ramp-Up literacy program in these grades. This instructional decision was based upon the need for a literacy program that would be used systemically in grades one through six.

12. Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. They receive supplemental services, which include an extended day program. These supplemental services are provided in small group settings utilizing specific ESL strategies, which address explicit deficiencies among students. A conscious effort was made, in programming and scheduling, to provide additional instructional support to ELL students at the beginning and intermediate level of English language

proficiency, during the extended day program. A majority of these students are grouped with licensed ELL teachers.

Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes are taught in our, state-of-the-art culinary kitchen. We are continuing to implement a ballroom dancing program in grade four, which is held in our dance studio. Our music program teaches students to use various instruments, including, but not limited to, the recorder, drums and guitar. In addition to the aforementioned, our dance, art and music departments work in tandem to develop an extensive theatrical production, incorporating a major portion of the student body. This, in turn, allows for students to realize their strengths and talents, and truly authenticate Gardner's theory of multiple intelligences.

13. The five essential practices for teaching ELL's, as outlined by America's Choice, will be the foundation for improving instructional practices to increase the performance levels of our ELL students. Our ESL teachers will support standards-driven instruction as they articulate with staff members during common planning sessions.

We are entering our seventh year as an America's Choice school, which embraces a standards-based curriculum as the foundation for teaching. The America's Choice model maintains that instruction should be driven by assessment. To further guarantee the acquisition of vocabulary that will promote critical thinking skills, our ELL students will be grouped with the higher achieving students. This grouping strategy will support the five ESL practices, as outlined by America's Choice.

- Develop oral language through meaningful conversation and context.
- Teach targeted skills through contextualized and specific instruction.
- Build vocabulary through authentic and meaningful experiences with words.
- Build and activate schema and prior knowledge.
- Teach and use comprehension strategies.

For the 2011-2012 school year, we will continue to implement an innovative ELL instructional strategy. Our English Language Learners will continue learning and using the ongoing strategy of sentence deconstruction and reconstruction. This is a method whereby complex sentences are broken down into smaller comprehensible ones, which are more readily understood by the students. As students' comprehension of the text increases, they are able to answer questions, draw conclusions, and make inferences with greater ease and understanding. This instructional strategy is utilized throughout the content areas, for the purpose of enriching language development and further establishing content comprehension. An additional ELL instructional strategy being implemented for this school year is the deconstruction of phrasal frames and calling attention to phraseology and figurative language within text. When encountering phrases within text, teachers guide students to determine the type of functions these phrases serve within the writing. These phrasal expressions may fall into one of the following categories; time expression, cause and effect, in addition, or making a contrasting point, to name a few. The goal is for our students to become "language watchers", and to notice phraseology as they work independently.

In addition, for the 2011-2012 school year, we will continue to expand and improve upon the use of graphic organizers, through the use of Thinking Maps. There are eight different Thinking Maps. These maps are excellent tools for organizing information graphically. All classes and grade levels are utilizing Thinking Maps in various subjects to aid in academic understanding of material learned. Students are learning to draw the appropriate map, depending on the questions they are asked, and the concepts they are learning in class. These Thinking Maps are an excellent conduit for improving writing proficiency for all students. Once students are able to visualize the information graphically, they will be empowered to synthesize the information through writing.

Our students are grouped according to levels of literacy proficiency that reflect mixed ability skills for reading and writing instruction. Our instructional program meets the requirements of state standards in language arts, math and science. We are integrating technology into our program that emphasizes reading, writing and listening skills as a holistic unit. All curriculum areas are involved in this approach. In addition, our math program stresses writing and problem solving. All of our required services, as well as resources utilized, correspond to the appropriate ages and grade levels of our ELL students.

To assist both our high achievers in maintaining their performance levels and our struggling students in attaining the next level, we will revisit and deepen our understanding of the nine principles of learning: clear expectations, accountable talk, organizing for effort, academic rigor, fair and credible evaluations, recognition of accomplishment, socializing of intelligence, self management of learning and learning as apprentice.

We are using the following instructional materials for English Second Language (ESL) instruction:

- o Getting Ready for the NYSESLAT, Attanasio and Associates
- o Treasures
- o SRA Imagine It Reading, McGraw Hill
- o Ramp Up
- o Treasures

- o Social Studies, Houghton Mifflin
- o Primary Sources, Teacher Created Materials
- o More True Stories, Longman
- o Oxford Picture Dictionary, Oxford University Press
- o Word by Word Picture Dictionary, Longman
- o Side by Side English, Longman
- o Empire State NYSESLAT, Continental Press

Our school uses the Everyday Mathematics program in our elementary school and the Impact Mathematics program in our middle school division. Students receive mathematics instruction that incorporates hands-on activities, use of manipulatives, and Smartboard technology. Additionally, we utilize the Math Connects program with our kindergarten students, as well as with our special education population. This program is fully aligned with the CCLS. Our ELL population is integrated with our general education division and receives additional support in the content-areas from their ESL and classroom teachers.

Our school uses technology at its highest form with the innovative use of SmartBoards, classroom computers and individual laptops to supplement classroom instruction in various content-areas. Most of our classrooms are equipped with state-of-the-art SmartBoards, enabling all students to be engaged, while interactively visualizing instruction.

We will continue to utilize the BrainPop website, which offers short, engaging cartoon clips that explain topics covering math, science, grammar, geography, history, and writing. The videos have accompanying activities to reinforce the skills and strategies introduced in the videos. Additionally, we will utilize BrainPop ESL, which provides short video clips, aimed at developing and enhancing language skills in English Language Learners.

Our school also utilizes the Achieve 3000 computer-based reading program. Students in grades two through eight participate in this research-based program, which provides high-interest, content-based articles, which are available in many different reading levels. The program has the ability to assess and monitor student progress and provides students with reading-level appropriate material. Articles are accompanied by reading comprehension questions, as well as math activities. Teachers can utilize the program to build units of study, as well.

We have recently purchased two new computer programs, which will be utilized during the school day. The first program is Reading Eggs, which is designed to foster and develop literacy skills for students in early-childhood grades. The program features reading games, activities, songs, and rewards in order to build student excitement about reading. The second program is Study Island, which provides web-based instruction, practice, assessment, and reporting. It is aligned with the New York State Learning Standards, as well as the CCLS. Additionally, it provides rigorous academic content that is both fun and engaging for a wide-array of students.

We will continue to partner with the Cook Shop organization for this school year. This program, utilized with students in Kindergarten through grade two, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. While the children prepare cold dishes with these ingredients, the adults prepare hot dishes in our kitchen classroom.

14. We utilize students' native language by pairing beginners with more advanced students who share a common native language. In addition, we use bilingual dictionaries, word-to-word glossaries, and audiotapes and CDs to foster native language use. Age and grade-appropriate Native Language Arts books that support the Core Curriculum are utilized, wherever possible. We also sponsor multicultural activities, food festivals, and performances to enhance knowledge of all cultures. We involve parents of various linguistic backgrounds in our many school activities, as well.

15. All students, including ELLs, are placed in grade and age-appropriate classes with their peers. Materials are age appropriate, and are used to build capacity and comprehension, appropriate to the grade level of the students. In addition to the resources mentioned above, we also use a variety of technology-based programs that are age and grade appropriate, including; Pebble Go, BrainPop Jr., BrainPop, BrainPop ESL, Achieve 3000, Reading Eggs, Study Island and Discovery Education.

16. All continuing students, including newcomer ELLs, participate in the Summer Reading Program, which is assigned at the end of June. This program encourages students to maintain and further develop their reading, writing and math skills during the summer hiatus. Activities are both literacy and content-based. While we make every effort to support our ELLs during the summer, new students typically enroll at the beginning of the school year. It is therefore difficult to assist newly enrolled ELLs before September.

17. We have a Spanish language elective program, given to all students in grades seven and eight. ELLs participate in this program, alongside their classmates.

C. Schools with Dual Language Programs

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

We do not have a dual language program.

D. Professional Development and Support for School Staff

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

1. Staff members will receive differentiated professional development needed to attain his/her goal. Additional professional development will be suggested as needed as a result of the administration's informal observations. Professional development will include but not be limited to webinars, mentoring, grade conferences, Professional Academy, study groups, Learn Section of ARIS*, PD 360* and/or Teachescape*. (*Training to utilize these professional development opportunities will be rolled out at our weekly facilitators' meetings so that it may be turnkeyed to our individual Inquiry teams. Individuals accessing these sites will print and email transcript documentation to the principal as evidence of course completion.)

Professional development will focus on the following areas :

- Using questioning and discussion techniques
- Engaging students in learning
- Managing student behavior
- Using assessments in instruction
- Designing coherent instruction
- Establishing a culture for learning
- Teachers to be scheduled for intervisitations to provide meaningful and constructive examples of effective classroom practices
- All teachers new to the school have been programmed for a "Mentoring Moment" period. This period is designed to familiarize new staff members with our school policies and programs (i.e. Thinking Maps, Achieve 3000, school data etc.) Where necessary, teachers have been scheduled for additional mentoring period.

ELL personnel in our school will continue participating in the Building Academic Language professional development program. This research-based program advocates building academic language through the use of alternate texts, Tier II and III vocabulary, vocabulary ladders, sentence deconstruction, phrasal frames, and differentiated material and activities. The strategies learned in these ongoing, informative sessions will be turn keyed to all staff to ensure instructional cohesiveness across all grades and content areas. The ultimate goal of these professional development sessions is to enhance students' reading and writing prowess and ensure their proficiency in the reading and writing modalities.

Additional Professional Development is provided by our Network ELL Support Liaison.

2. Along with the staff developer and literacy coach, our middle school ESL teacher, responsible for teaching ELLs in grades five through eight, will participate in an ongoing collaborative instructional planning team with the ELA department, for the purpose of effectively assisting ELLs as they transition from our elementary to our middle school. In addition, this team will be working collaboratively to effectively implement the high school and college readiness program. In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction. In addition, students in grade five are invited to an orientation, along with their parents, in which they receive information about various instructional and extracurricular programs that will be available to them as they transition from elementary to middle school.

3. Professional development for staff is necessary to introduce and revisit ESL standards and strategies. In 2011-2012, professional development will continue to go deeper into the standards for all subject areas, with a particular focus on the new Common Core Standards. Staff members who have not yet met the mandated hours of ELL Training (7.5 hours for general education; 10 hours for special education) will be meeting with the literacy coach, on a weekly basis, during their mentoring period. The topics to be addressed are; effective teaching strategies for ELLs, including Thinking Maps-a school-wide program, and looking at student data, including the NYSESLAT, in addition to the topics discussed above. Attendance records are maintained at each training session, in order to ensure that all staff members meet the requirement. The ESL Department also conducts professional development for staff in which they discuss the ELL identification process, ELL data, and effective teaching strategies for ELLs.

Every teacher in our building has been trained in the use of Thinking Maps, which are one of the most effective tools for enhancing learning for our ELL students. Thinking Maps can be used across all curriculum areas. They are instrumental in organizing and presenting content area material visually and clearly. Students can use them to organize facts and information, as well as springboard their writing pieces. The thinking map training, given to all personnel, is an excellent educational strategy, which teachers can utilize to further maximize ELL understanding in all curriculum areas. This training will continue for the 2011-2012 school year. The focus of these training sessions is the infusion of Common Core and ESL standards, in order to create a cohesive alignment between the two in an effort to improve student performance.

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. Parent involvement in our school, includes recruiting efforts to involve all parents, including of our ELL students, as volunteers. We also include parents as participants in school decisions, governance, and advocacy through councils, leadership committees, organizations and workshops. We collaborate and coordinate with the work of our community-based agencies, colleges, and other groups to strengthen parent's school engagement.

Parent orientation meetings for ELL students are held in the fall, and at intervals throughout the year as new children arrive. These meetings are designed to educate, inform and enlighten parents about the various programs offered to their children at our school. To this end, parents are shown informative videos in their appropriate home languages. In addition, a parent survey and program selection form letter is distributed in the appropriate languages, outlining the different programs available for ESL instruction. Parents are also provided with information regarding state standards, assessments, and school expectations. To further encourage parent participation and involvement in their children's education, Acuity and ARIS stations have been set up for parental use. Staff members are on hand to coach and explain how to access their children's test performance data. In addition, parent-teacher conferences are held twice a year, giving parents an opportunity to speak directly with their children's teachers and school administration. This affords them the ability to get involved in their child's education and stay abreast of important ongoing, as well as future events, involving their children.

2. This year, our school will partner with Cornell University Cooperative Extension of NYC, which offers parents an eight-session program that focuses on Health and Nutrition. The workshops will highlight the importance of; basic nutrition, the food pyramid, portion size, food safety, menu planning, food shopping and budgeting, food preparation, and physical activity. Parents will prepare nutritious and delicious recipes and taste new foods. Parents who attend all eight sessions will receive a certificate from Cornell University Cooperative Extension.

Our school will also partner with the Cook Shop program. This program, utilized with students in Kindergarten through grade two, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. While the children prepare cold dishes with these ingredients, the adults prepare hot dishes in our kitchen classroom. The program is being offered as a six-session workshop.

3. We evaluate the needs of the parents by analyzing the results of the home language survey, and the Learning Environment Survey. Our School Leadership Team also involves parents by discussing important issues that have an impact on our school community. Our Parent Coordinator also surveys our parents to assess their needs.

4. Upon looking at the data, we determined that we have a significant ELL population. A large ELL population brings a significant number of non-English speaking parents. The need to support parents will be met through the following: conferences, PTA meetings, newsletters, School Leadership meetings, parent orientation meetings, individual parent teacher conferences, parent field trips and frequent parent memos. In addition, our Parent Coordinator conducts ARIS and Acuity training sessions to educate parents on accessing student data. We anticipate that these programs will help parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.

Through community-based programs that inform parents about school values and expectations, parents become advocates for themselves as well as their children. We assist families with free learning courses on parenting and childrearing skills, and creating home conditions to support learning.

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)	8	7	12	4	5	4	0	1	3					44
Intermediate(I)	4	2	4	2	1	2	4	0	3					22
Advanced (A)	6	5	1	13	9	4	3	2	1					44
Total	18	14	17	19	15	10	7	3	7	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	0	3	2	4	0	1	2				
	I	2	0	5	1	1	1	0	0	3				
	A	4	8	9	2	5	1	6	1	2				
	P	12	11	4	15	16	10	5	7	1				
READING/ WRITING	B	7	7	12	3	4	4	0	2	4				
	I	4	2	4	3	1	2	5	0	3				
	A	6	4	1	13	9	4	2	2	1				
	P	4	8	1	2	10	6	4	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	7	3		17
4	2	13	4		19
5	2	7	1		10
6	3	5	1		9
7	1	7			8
8	2	2			4
NYSAA Bilingual Spe Ed				11	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			9	1	5	1	2		18
4		1	11	1	8				21
5			7	1	2		1		11
6	2		6		2				10
7			3		4		1		8

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	2		14		3		21
8	3		2	2					7
NYSAA Bilingual Spe Ed							2		2

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)									

Native Language Tests								
Test)	# 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
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. We use multiple assessment tools to assess the early literacy skills of our students. Initially, the ECLAS-2 assessment is administered to the students in order to determine their reading level. During the course of the school year, PM Benchmarks is administered to determine any progress made, as well as students’ current reading levels. All levels tie into the Fountas and Pinnell reading level indicators. The data we obtain from these assessments impacts on the formation of guided reading groups, and helps educators differentiate instruction, utilizing specific strategies and skills to target areas of deficiency, as evidenced by the assessment data.

2. After interrogating the NYSESLAT and LAB-R data, we have determined that 40% of our ELL population is at the beginning level, 20% are at the intermediate level, and 40% are at the advanced level of English language proficiency. The majority of students in kindergarten and first grade tested at the beginner or intermediate level. The grades in which we had the highest concentration of advanced-level students were grades three and four, while in grade two, 70% tested at the beginning level. It should be noted that many of these second grade students are in self-contained special education class. In grade five, 40% of our ELLs tested at the advanced level. In grade six, 42% tested at the advanced level, while I grade seven, 66% tested at the advanced level. In grade eight, 86% of our students tested at the beginner or intermediate level. It should be noted that 38 students, roughly 25% of our total ELL population, attained proficiency on the NYSESLAT exam. The highest concentrations of these students were in grades one, four, five and seven.

3. The NYSESLAT data indicates that there is an L2 Stall, meaning that many of our students have attained proficiency in listening and speaking, but are deficient in reading and writing. As a result, we have designed an instructional plan to target these deficiencies through small group instruction and guided reading groups, in the elementary school. Support will be given to students through a predominant co-teaching model in the middle school, infusing the ESL standards into the content area of social studies. The rationale for utilizing the co-teaching program, as opposed to our previous utilization of a predominant pull out model, in prior school years, is a direct result of ELL data, indicating the L2 Stall, and necessitating the need for building and enhancing academic language in the content areas. Furthermore, the push-in model reduces the student to teacher ratio, and allows for collaborative teaching amongst seasoned educators.

4. a. In examining the most recent state exam results in ELA, it is evident that the majority of ELL students score below level three. The students scoring at or above grade level are predominantly ELLs at the advanced level. On the New York State Math Exam, roughly one-third of our ELL scored at level three, while the remainder scored mostly at level two. On the New York State science exam, 81% of the ELLs in grade four scored at or above level three, while all of the ELLs in grade eight

scored below level three. Overall, ELLs taking tests in their native language score at a level, which is roughly equivalent to those taking it in English.

b. In previous years, school leadership and teachers used the results of the ELL Periodic Assessment as an instructional tool to drive differentiated instruction, designed to target specific areas of deficiency. The data was utilized in forming small group instruction during the regular school day, during AIS periods, as well as during our ESL after-school program. When comparing the ELL Periodic Assessment predictive data to the actual results from the 2011 NYSESLAT exam, vast discrepancies existed, thereby rendering the data unreliable and gravely misleading. Students predicted to attain proficiency on the NYSESLAT did not, while other students who were not predicted to attain proficiency did. How, then, can this data accurately be used to drive instruction to its optimal level?

c. As stated above, the ELL Periodic Assessment data has proven unreliable in the past. While we will continue to administer this assessment and look at the data, we will utilize a variety of data sources, including state exams, Acuity tests, and classroom assessments in order to determine and address the needs of our ELL population. We make available, to our ELL population, Native Language tests in math and science, whenever possible and available, in order to give our students the best possible opportunity to succeed.

5. We do not have a dual language program.

6. We evaluate the success of our program for ELLs by looking at student data. The NYSESLAT, given every spring, determines students' progress and current proficiency levels in the modalities of listening, speaking, reading and writing. In looking at the most recent NYSESLAT data, we have compared our overall results to the Title III Annual Measurable Achievement Objectives (AMAO) for ELLs. The first Title III AMAO is the annual increases in the number or percentage of ELLs making progress in learning English. For the 2010-2011 school year, the AMAO target or goal for schools in New York State was 63.2%. We had 153 ELL students in Kindergarten through eighth grade take the 2011 NYSELAT. Of those students, 107 made progress in their acquisition of English language skills, meaning that 69.93% of our ELL population showed progress. We exceeded the target. The second Title III AMAO is the annual increases in the number or percentage of ELLs attaining English language proficiency. For the 2010-2011 school year, the AMAO target or goal for schools in New York State was 12.4%. Of the 153 ELLs who took the NYSESLAT, 38 students scored at the proficient level. This means that 24.83% of our total ELL population tested out. We far exceeded our target.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S./I.S 238

School DBN: 21K238

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harla Musoff-Weiss	Principal		1/1/01

School Name: P.S./I.S 238**School DBN: 21K238****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rita Menkes	Assistant Principal		1/1/01
Gwendolyn Wright	Parent Coordinator		1/1/01
Tricia Nakleh	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Regina Pizza	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Francesca Givlekian	Other <u>ESL Teacher</u>		1/1/01
Joann Acuna	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K238 School Name: P.S. 238

Cluster: 6 Network: 605

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.

Based on the various home languages, gathered by the ESL teachers from the respective Home Language Survey Forms, we assess the written translation and oral interpretation needs of the parent population. To that end, we furnish any important documentation and school notification letters in the respective native languages, ensuring that all parents are provided with appropriate and timely information in a language they can understand. Staff members who are bilingual, aid in both oral and written interpretation and translation as needed.

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.

Based on our home language demographics and student population, we have determined our school's written translation and oral interpretation needs. A large percentage of our school community speaks a language other than English. It is therefore necessary to disseminate information in the appropriate alternate languages. In addition, bilingual interpreters are always available to assist in oral translation when needed. Our school community is well-informed about the use of bilingual interpreters and the dissemination of information in the appropriate languages.

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.

At the onset of the school year in September, and periodically throughout the school year, parent orientation meetings are conducted, replete with bilingual interpreters in the respective native languages of our school's parent population. Our in-house school staff and parent volunteers provide written translation and oral interpretation services. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community at large.

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.

As indicated in Part A; staff members and parent volunteers who are bilingual, aid in oral interpretation of any important information which parents need to be made aware of. In addition, the parent coordinator is a strong advocate for parents, and works to ensure that parents are provided with any necessary oral interpretation services.

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>.

P.S. 238 is committed to ensuring that our parents have a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. School personnel are utilized when performing these translations and interpretations. Our staff includes speakers of all of the major home languages spoken within our school population. Parental notification letters are provided in students' home languages, as well as in English. Interpreters are always available throughout the school year, be it during school registration, parent-teacher meetings, parent-orientation meetings, or any other impromptu meetings that a parent may wish to have during the school day. These interpretations may take place both in-person and or over the phone, as we strive to ensure that all parents are well informed and empowered to make the necessary decisions regarding their children's education.

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: <u>P.S./I.S. 238</u>	DBN: <u>21K238</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Wendy Karp</u>
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>Supplemental Services During School</u>
Total # of ELLs to be served: <u>47</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: For the 2012-2013 school year, we will be hiring a part-time, certified ESL teacher to provide supplemental support services to ELLs in grades three through eight, during the school day, three days per week. This teacher will work Per Diem for 64 instructional days and the service provided will be above and beyond the mandated ESL service. This teacher will provide push-in support to ELL classes in grades five through eight, assisting students in their development of effective reading strategies in the content areas. The primary focus of this additional support will be literacy development in the mathematics classroom. We will be purchasing supplemental materials to be used during these push-in periods. The materials, Curriculum Associates Ready NYS CCLS Math, provide rigorous instruction on the Common Core Learning Standards, using a proven-effective, gradual release approach that builds student confidence. The program works to prepare students for more complex assessment items with interim assessments and full length practice tests to ensure student success on the New York State Mathematics Assessment.

Our rationale for focusing on the content area of mathematics stems from the analysis of student performance and progress data from the 2012 New York State exams. The data reveals that less than half of our total student population performed at proficiency on the NYS Math exam, with an average student proficiency of 2.99. In addition, only 18.2% of our ELL population scored at or above proficiency on the exam. It is therefore necessary to provide additional support to our students to ensure increased progress and proficiency rates on the exam.

Additionally, the instructor will assist in the implementation of our Internet Café program during the lunch periods, for ELL students in grades three through eight. The Internet Café program helps students to develop research skills through the use of technology, in an effort to move our students towards college and career readiness. Students will learn fact-finding, note-taking and outlining skills, while honing their researching craft.

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: For the 2012-2013 school year, we will be continuing our Professional Academy series. The program will be offered to staff members responsible for delivery of instruction and services to ELLs. The staff developer and coaches will provide the ongoing professional development sessions to vertical and horizontal teacher teams, for a minimum of two one-hour sessions that will meet after school, during the months of January, February and March. The focus of these sessions will be designing

Part C: Professional Development

coherent instruction for ELLs, questioning and discussion techniques, and using assessment to inform ELL instruction. These informative sessions will assist teachers in building capacity to better equip our ELL population to meet the expectations of the Common Core Learning Standards.

For the 2012-2013 school year, we have purchased the PD 360 Professional Development program. This online-based program offers informational videos on a multitude of educational subjects, including many ELL-related topics. This online community of educators allows for collaboration and the sharing of valuable ideas and best practices. All school-based pedagogical staff will participate in this program on an ongoing basis throughout the school year during planning and inquiry sessions. Supervisory personnel will recommend videos to staff members, based upon informal and formal observations, in order to enhance teachers' professional practice. PD 360 allows educators to receive differentiated Professional Development, depending upon their particular areas of need, expertise and interest.

New teachers will meet the mandated 7.5 hours of ESL Professional Development through intensive PD sessions that will be provided by the ESL staff. There will be two- half day sessions, which will meet during the school day, during the month of December.

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:

For the 2012-2013 school year, we will be continuing our participation in the Cool Culture program. This program, which will be offered to all parents of ELLs, partners with over 90 of New York City's best-known cultural institutions to offer students and their families free access to museums, botanical gardens and zoos. This enriching program provides parents with the tools to steward the education of their children. Cool Culture directly engages families in the learning and language development process through experiential opportunities. The ESL Department will work in conjunction with our Parent Coordinator to ensure our ELL parent community is informed about this exciting opportunity.

In addition to Cool Culture, we will be offering informational workshops to our parent community on an ongoing basis throughout the school year. We are continuing our partnership with the Cornell University Cooperative, which provides parent workshops on health and nutrition. These workshops will be facilitated by Ms. l'Asia Allen from the Cornell University Cooperative, and will be held on Tuesday mornings from October though December. Additionally, we will be providing health workshops to parents, in conjunction with Health Plus American Groups Real Solutions. The facilitators vary from session to session. Workshops will be held monthly from December until June. Finally, we will be continuing our partnership with Cook Shop for Families, in conjunction with the Food Bank of New York City. These monthly sessions will focus on nutrition, and will be held From January though June. They will be facilitated by our Parent Coordinator, Gwendolyn Wright.

Part E: Budget

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

Allocation Amount: \$16884

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		<u>*We are conceptually consolidated.</u>