



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** PATROLMAN ROBERT BOLDEN

DBN: 19K345

PRINCIPAL: Wanda Holt

EMAIL: [Wholt@schools.nyc.gov](mailto:Wholt@schools.nyc.gov)

SUPERINTENDENT: JOYCE STALLINGS- HARTE

10-02-2013

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Wanda Holt	*Principal or Designee	
Rehana Khan	*UFT Chapter Leader or Designee	
Dana White	*PA/PTA President or Designated Co-President	
Pamela McRae	DC 37 Representative,	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Mary Steakin	Teacher	
Nycolle Woodard	Teacher	
Monty Felder	Parent	
Kobby Swanzy	Parent	
Erica Perez	Parent	
Jonel Pluck	Parent	

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

### **Major Recommendation**

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

“Refine strategies to provide feedback to teachers around focused areas to support strategic improvement in instructional practice and teacher performance. (4.1) School leadership has created a two month cycle of six identified competencies, including culture, student engagement and questioning, to implement a teacher effectiveness rubric school-wide. This includes a brief professional development session on the competency of focus as well as observations and feedback of some teachers within the identified competencies. During classroom observations, these competencies were observed in a limited number of classrooms. Teachers reported that they felt overwhelmed and did not have an understanding of the rubric or competencies that had been introduced. Although school leaders provide one-on-one support and arrange intervisitations for some targeted teachers, concrete feedback and individualized support for all teachers is inconsistent and teacher learning opportunities overall are not differentiated. Consequently, teachers have a limited opportunity to develop their own practice in order to support student learning. (b, c)”. QR 11-12, page 5

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, administrators will conduct 4 short frequent observations of each teacher in grades 3-5 using Danielson Framework of Teacher Effectiveness as evidenced by providing teachers with timely and specific written feedback.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) Timeline for implementation.

**Strategy:** Using Danielson’s Framework of Teacher Effectiveness, administrators will conduct 4 short frequent observation and provide timely specific written feedback to teachers in the following competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance. Administrators will use Danielson’s Framework to ensure all teachers are consistently implementing coherent instruction, questioning and discussion techniques and using instruction to improve teacher instruction and student performance

**Activity:** Administrators will establish clear expectations for pedagogy based on a research-based rubric of practice. Administrators will engage in cycles of teacher observation and will provide timely and specific feedback to teachers

**Key Personnel:** Network Achievement Coach will train administrators on developing a shared understanding of instructional excellence using the research-based rubric of practice

**Targets (Benchmark):** Each teacher will receive 4 short frequent observations with timely and specific written feedback in order to assess teacher effectiveness and diagnose needs

**Timeline:** By June 2013, administrators will engage in cycles of short frequent observations focusing on: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance.

**Budget and resource 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 IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

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

**Major Recommendation**

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

“Refine the curriculum to enhance the rigor of academic tasks and work products and emphasize higher order thinking skills for a variety of learners ” QR 11-12, page 5

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

- |  |  |
|--|--|
| <input type="checkbox"/> 3.2 Enacted curriculum                | <input type="checkbox"/> 3.4 Teacher collaboration           |
| <input checked="" type="checkbox"/> 3.3 Units and lesson plans | <input type="checkbox"/> 3.5 Use of data and action planning |

**Annual Goal #2**

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will revise and align ELA units of study to ensure and enhance rigor of learning tasks as evidenced by teacher-team collaboration and rubrics to evaluate student progress.

**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:

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

**Strategy:** Continue the process of Curriculum Mapping with a specific focus on developing two CCLS aligned units of study in ELA for each grade level (K-5) in conjunction with academically rigorous performance tasks for each unit. Designated time within Teacher Team meetings, common planning time and additional coverage for each grade will be allocated for teachers to design units and performance tasks. Protocols for looking at student work from both units and performance tasks will be implemented to inform lesson planning and implications for further instruction.

**Activity:** Flexible scheduling will enable weekly common planning for teachers and Teacher team meetings so they may develop and align units of study for rigor and alignment to the CCLS.

**Key Personnel:** Administrators and Consultants will work in conjunction with grade level teams to align the units of study and performance tasks. During Teacher Team meetings Grade level teams will work with the Administrators to reflect upon pedagogical practices in an effort to enhance teacher instruction and practice.

**Targets (Benchmark):** Development of 2 ELA CCLS Units of Study and corresponding Performance Tasks will be implemented in grades K-5 by June 2013

**Timeline:** From September-June, teachers will implement units of study and corresponding performance tasks that are aligned to the CCLS and contain pedagogical interventions to improve learning outcomes for identified subgroups.

**Budget and resource 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.

Professional development with AUSSIE consultant in the development of ELA units of study. Teacher across grades K-5 to collaborate and complete units of study in conjunction with grade level curriculum maps, teacher per diem for 6 days x 5 teachers x \$167.60. (See galaxy allocation -Title I Priority Focus funding)

Instructional supplies and CCLS textbooks purchased to enrich units of study (See galaxy allocation -Title I Priority Focus funding)

Professional development AUSSIE consultant to assist with training teachers in aligning ELA units of study with CCLS , \$1150 a day x 8 1/2 days (See galaxy allocation -Title I Priority Focus funding)

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 Priority Focus Funding

**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).

Per session and prep coverage will be provided for common planning time for grade level teacher teams can horizontally align the ELA rubrics

## GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

### **Major Recommendation**

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

“Deepen the level of analysis of school data to develop an understanding of subgroup patterns and trends to improve student outcomes. (2.2) The school has identified the need to focus on students with disabilities (SWDs), English Language Learners and African Americans in math by reflecting on summative data, including statewide math and English Language Arts assessments. Across classrooms, teachers are using a variety of classroom level assessments, such as running records, conference notes and portfolios to supplement summative data and identify overall trends for students in these subgroups. However, individualized instruction that targets specific skill gaps, defines the rate of progress and works through student strengths is not incorporated into classrooms. Consequently, data is not being used to focus strategic pedagogical interventions that improve student learning outcomes for identified subgroups of students, hindering the rate of growth for all students. (b, c). ” QR 11-12, page 6

### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

  x   4.5 Use of data, instructional practices and student learning

### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teacher teams will analyze and revise current Math curriculum maps aligned to the CCLS to incorporate strategic pedagogical interventions that improve student learning outcomes for identified subgroups ELL;s and SWD’s as evidenced by completion and implementation of revised comprehensive curriculum maps

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups,
  - b) Key personnel and other resources used to implement these strategies/activities,
  - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) Timeline for implementation

**Strategy:** Teacher teams will analyze and revise current Math curriculum maps aligned to the CCLS to incorporate strategic pedagogical interventions that improve student learning outcomes for identified subgroups as evidenced by completion and implementation of revised comprehensive curriculum maps

**Activity:** Weekly teacher team/common planning meetings and per session will be provided for teachers to develop and revise current Math curriculum maps aligned to the CCLS to incorporate strategic pedagogical interventions that improve student learning outcomes for identified subgroups

**Key Personnel:** Teacher teams, administrators and Network Achievement Coach will work teacher teams to analyze and revise current Math curriculum maps aligned to the CCLS to incorporate strategic pedagogical interventions that improve student learning outcomes for identified subgroups

**Targets (Benchmark):** During each marking period student work will be progress monitored using the rubrics to ensure Math curriculum is rigorous, aligned to the CCLS and incorporate strategic pedagogical inventions that improve student learning outcomes for identified subgroups

**Timeline:** From September to June, teachers will implement revised curriculum maps that are aligned to the CCLS and contain pedagogical interventions to improve learning outcomes for identified subgroups(spec ed, ELL)

**Budget and resource 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.
- Teacher Professional development with Math consultant to work on the development of math curriculum maps in alignment with the CCLS, Teacher per diem 5 teachers x 6 days x \$167.60 (See galaxy allocation -Title I Priority Focus funding)
- Professional development consultant Karen Stavis to increase teacher development in Math \$1250 a day x 10 days (See galaxy allocation -Title I Priority Focus funding)
- CCLS Math textbooks and instructional supplies purchased to support student academic math intervention program (See galaxy allocation -Title I Priority Focus funding)
- Student Academic Intervention Program to increase math student achievement. Teacher per diem 5 teachers x 6 days x \$167.60 (See galaxy allocation -Title I Priority Focus funding)

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Priority Focus Funding \_

**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). Per session and /or PD will be provided for teacher teams to revise and align the ELA and Math curriculum maps to ensure they are rigorous and aligned to the CCLS and contain strategies to meet the needs of identified subgroups

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

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

**Major Recommendation**

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

“According to the 2011-2012 Learning environment survey 32% of parents believed their child was threatened or bullied at school” LES 11-12, page 7

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

\_\_\_ 5.2 Systems and partnerships

\_\_\_ 5.4 Safety

x 5.3 Vision for social and emotional developmental health

\_\_\_ 5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teacher inquiry and grade level teams will analyze and share data from OORS on behavioral trends and suspensions that might be impacting student performance and progress. Strategies and preventative PBIS behavioral interventions will be developed, shared and implemented to decrease bullying incidents and suspensions in order to increase student performance.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) Timeline for implementation.

**Strategy:** Teachers will implement PBIS strategies school wide and use data from OORS to analyze behavioral and suspension trends of students to decrease the number of bullying incidents in order to increase student performance

**Activity:** : Teacher inquiry, grade or department teams will track, analyze and share data from OORS on behavioral trends and suspensions that might be impacting student performance and progress. Strategies and preventative behavioral interventions will be developed, shared and implemented to reduce incidents and suspensions in order to increase student performance.

**Key Personnel:** Administration, Teacher inquiry, grade level teams will meet during teacher inquiry teams to analyze, develop, and share strategies and preventative behavioral interventions to reduce bullying incidents and suspensions in order to increase student performance.

**Targets (Benchmark):** OORS and student performance data will be analyzed monthly to evaluate the impact PBIS strategies and preventative behavioral interventions are having on decreasing behavioral incidents and suspensions in order to increase student performance.

**Timeline:** Behavioral interventions and PBIS strategies implemented will be analyzed monthly using data from OORs until June 2013

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Per session will be provided for inquiry teams to track behavioral trends and student performance. Inquiry teams will develop strategies for addressing students in crisis and put in place preventative behavioral strategies in order to decrease behavioral incidents and suspensions and increase student performance

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

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

**Major Recommendation**

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

To increase parent engagement of 7.4% to meet the citywide average of 7.9% as indicated in Learning Environment Survey, the school will offer monthly ARIS workshop to parents and their children.” LES 11-12, page 1

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment  6.4 Partnerships and responsibility

6.3 Reciprocal communication  6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the NYC school Environment survey will show an increase from 7.4 % to 7.9% in parent engagement as evidenced in the 2012-2013 NYC school survey.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 12 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups,
  - b) Staff and other resources used to implement these strategies/activities,
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

**Strategy:** Teachers will conduct hands-on parent workshops with students from 19K345 so that parents will be familiar with ARIS in order to increase parent engagement, communication and awareness of student academic progress.

**Activity:** Hands on monthly workshops will be provided for parents and the students of 19K345 to guide and support the use of ARIS in order to strengthen parent engagement, communication and awareness of student progress.

**Key Personnel:** Teachers will provide parents and students with monthly hands-on training and use of resources available in the ARIS system to improve student performance

**Targets (Benchmark):** An increase in the number of parents that log onto the parent ARIS system by June 2013.

**Timeline:** Monthly workshops will continue to be given parents and students until June 2013.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I Professional development (a.m. and p.m. sessions) for parents and students, teacher per session 2 teachers x 2 hours a month x 5 months x \$50.19 (See galaxy allocation -Title I Priority Focus funding)

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 Priority Focus Funding

**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). Per session using 1% PF Parent Engagement funding will be used for teachers to provide parents with hands on training and support with logging in and navigation of the ARIS systems.

**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	Passageways Kaplan NY Content Reading NY Ready & Showtime Ticket to Read  Small Group Strategy Lessons Writing from sources – Non-fiction focus (arguments/informational) Scaffolding lessons Building Academic Vocabulary throughout the disciplines	Small group, push-in and pull-out models	Extended Time During the Day After School Saturday School
Mathematics	EnVision Supplemental Resources Kaplan Buckle Down NY Ready & Showtime V-Math  Problem Solving, Mathematical Fluency and Comprehension and Application of Real-World Mathematical Situations	Small group, push-in and pull-out models	Extended Time During the Day After School Saturday School
Science	Kaplan  Building Academic Vocabulary throughout the disciplines	Small group, push-in and pull-out models	During the Day
Social Studies	NY Content Reading  Writing from sources – Non-fiction focus	Small group, push-in and pull-out models	During the Day

	(arguments/informational) Scaffolding Lessons		
	Building Academic Vocabulary throughout the disciplines		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling services- referrals to mental health agencies and middle choice options	One-to-one; small-group setting	Extended Time, During School Day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING**

### **THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

### **19K345 Parent Involvement Policy**

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

***SCHOOL-PARENT COMPACT***  
***19K345 SCHOOL –PARENT COMPACT***

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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 <b>Jean Mckeon</b>	District	Borough <b>Brooklyn</b>	School Number <b>345</b>
School Name <b>Patrolman Robert Bolden</b>			

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

Principal <b>Ms. Holt</b>	Assistant Principal <b>Ms. Mason, Ms. LoCoco</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ms. Bazarov, Ms. Nelson</b>	Guidance Counselor <b>Ms. Kenel</b>
Teacher/Subject Area <b>Science Teacher Mr. Batson</b>	Parent <b>Ms. Dana White</b>
Teacher/Subject Area <b>Math Teacher Ms. Woodard</b>	Parent Coordinator <b>Ms. Rodriguez</b>
Related Service Provider <b>Ms. Braithwaite</b>	Other <b>type here</b>
Network Leader <b>Jean Mckeon</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>701</b>	Total Number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>11.13%</b>
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## Part II: ELL Identification Process

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

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

1a. All students who are registered in PS 345 and are new to the English Speaking Education System, are given the Home Language identification Survey (HLIS) to be completed by a parent. The school supervisors, School Aids, Ms. Martinez and Ms. Aponte, ESL teacher Ms. Nelson, DOE translation team help not English speaking parents in the completion of the form and conduct the survey. They also assist administrators and teachers to communicate with parents/guardians in their native language and explain the program choices. The ESL teachers Ms. Bazarov and Ms. Nelson review the admission list and the HLIS to ensure all procedures are in place for all newly admitted students. Based on the parent responses on the HLIS, language used at home, an informal oral interview with the child in English and in the native language with the help of school aids proficient in Spanish, the decision is made whether the student is eligible for Language Assessment Battery-Revised (LAB-R). When the home language of the family is Bangoli, Mr. Abu para professional, helps to communicate with the family. All ELL students (both in General and Special Education) take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year until they are proficient and ready to exit the ELL program.

1b. After reviewing HLIS and conducting an informal oral interview in English and in Spanish with the help of Spanish speaking school aids Ms. Aponte and Ms. Martinez, ESL teachers Ms. Bazarov and Ms. Nelson administer LAB-R. Those identified as ELLs are administered short Spanish LAB. This year the Spanish LAB was administered by Ms. Aponte and Ms. Martinez, native Spanish speakers and ESL teachers supervising the administration.

1c. At the end of the school year all ELLs are administered NYSESLAT. In order everyone eligible is accounted RLER (LAT) is used. Testing Materials are ordered and sorted out by levels for all four components by Ms. Johnson, who was a testing coordinator last year, and ESL teachers Ms. Bazarov and Ms. Nelson. The test is administered by ESL teachers Ms. Bazarov, Ms. Nelson, and bilingual teachers Ms. Carrillo, Ms. Bortoluzzi, and Ms. Vasquez.

2. At PS 345 parents/guardians are invited to attend an orientation meeting. The invitation is provided in the native language of the population represented at the school. At the orientation meeting, parents have the opportunity to watch a film about the programs of choice in NYC DOE. This presentation helps parents to make the decision about the program choice. The orientation takes place at the start of the school year, in September. This school year it was on September 27, 2011. Ms. Rodriguez, Parent Coordinator, Ms. Bazarov, ESL Teacher and School Aids assisted the parents. Students identified as ELLs are getting the Program Selection Form in English and in Spanish because most of our ELL population is Spanish dominant. The Spanish bilingual teachers Ms. Carrillo, Ms. Bortoluzzi and Ms. Vasquez, as well as Ms. Bazarov and Ms. Nelson, help the parents understand all three program choices. On ELPC screen within ten days of enrollment the ELL parent choice is recorded for all new admits with the home language other than English, and the program in which the student was placed. If Program Selection form is not returned telephone calls are made and parents are invited to school during school hours or after school for further explanation of three program choices. They are assisted by ESL teachers with the help of Spanish speaking school aids and Bilingual teachers.

3. The LAB-R is administered to eligible students based on HLIS review and unofficial interview in English and Spanish. Hand

written scores are used for placing children in bilingual or monolingual classes with ESL pull-out services. Placement is made according to the parent's program selection choice. If the parents do not come to the orientation, they are sent the Parent Survey and Program Selection Form the next day after the orientation. If the Program Selection Form is not sent back telephone calls are being made by the testing coordinator, Ms. Rodriguez and ESL teachers. The program Selection Forms are collected by Ms. Bazarov. The originals are placed in cumulative records of each ELL student. Copies are stored in Ms. Bazarov's classroom. The entitlement letters are distributed immediately after administering LAB-R, the translation in the native language of the family is provided. Students are tested within ten days after being registered in PS 345. The ESL teachers Ms. Bazarov and Ms. Nelson, who administer LAB-R, are responsible for the distribution of entitlement letters. Ms Bazarov keeps the records.

4. The placement of ELL students in bilingual or monolingual classes with ESL pull-out services is based on parental choice. If the parents do not attend the orientation, the program selection form is sent home, translated in the native language of the family. Ms. Rodriguez, Parent Coordinator, and the School Aids as well as classroom teachers help get the program selection forms signed by the parents.

After an ELL student is placed in Bilingual or ESL program, offered in PS 345, parents are sent a placement letter. At the beginning of each school year eligible ELL students are distributed letters of continued entitlement. All records are kept in Ms. Bazarov's room.

5. The trend in program choices that parents have requested is as follows

For school year 2008-2009

Bilingual-53 students

ESL -38 students

For school year 2009-2010

Bilingual-49 students

ESL -43students

For school year 2009-2010

Bilingual-40 students

ESL -43 students

For school year 2011-2012

ESL -42 students

Bilingual -36 students

6. In PS 345 we offer two self-contained bridge Spanish bilingual classes (grades 2/3, 4/5), bilingual class, grade 3 and ESL pull-out program for grades kindergarten through Grade 5 Ells. The program models offered at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	1	1	1	1	1								5
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	2	2	2	2	2	0	0	0	0	0	0	0	11

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	5
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

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	26	5	0	10	0	0	0	0	0	36
Dual Language										0
ESL	37	0	9	5	0	5	0	0	0	42
<b>Total</b>	<b>63</b>	<b>5</b>	<b>9</b>	<b>15</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>78</b>

Number of ELLs in a TBE program who are in alternate placement: 2

### 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	10	3	12	6	5								36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>12</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>36</b>						

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**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: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	3	4	6	7	6								36
Chinese														0
Russian														0
Bengali		1	2	1										4
Urdu														0
Arabic														0
Haitian		1												1
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>42</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1a. In PS 345 we have a student population of 701 students. We offer Grade Three Spanish bilingual class, Two Bridge self-contained Spanish Bilingual classes and an ESL pull-out program for grades Kindergarten through Grade 5 ELLs.

. In the Bilingual classes children are grouped by age/grade level of mixed English language proficiency levels.

. The ESL model works as follows: children of the same grade level are pulled out by the ESL teacher to work in small groups. Sometimes ELL students are placed in groups of different age/grade level to best serve their language needs. As students become more proficient in their command of English, the groups are reviewed and student placement is adjusted further.

1b. In Self Contained Transitional Bilingual classes the Native language support is never zero. Students receive content area

## A. Programming and Scheduling Information

instruction in Spanish (Math, Social Studies, Science), while discussions are conducted in English. Native Language Arts is taught daily from 90-45 minutes, depending on the language proficiency level of the students. With proficiency level Beginning and Intermediate students are getting 360 minutes of ESL per week, advanced 180 minutes of ESL and 180 minutes of ELA. The ratios of English and Spanish are adjusted according to the students' ability.

In the ESL model the instruction is delivered only in English with the use of ESL methods. The students are being pulled out in groups according by their grade or language proficiency level. Students with proficiency levels Beginning and Intermediate receive 360 minutes/week, while Advanced are pulled out for 180minutes/week, and receive 180 min./week of ELA instruction in their classrooms delivered by the classrom teacher.

2. Two ESL teachers work with 42 ELL students, out of which 32 in grades K-5 are pulled out for mandated 360 minutes of ESL. 10 students are receiving 180 minutes of ESL instruction per week as well as 180 minutes per week of ELA in their classroom.

2a. 3 Bilingual teahers provide 360 minutes for Beginning and Intermediate students, and 180 minutes for Advanced with 180 minutes of ELA.

3. In two bridge Spanish bilingual classes (1/2, 4/5) and one Grade Three Spanish bilingual class such content area subjects as Math, Science and Social Studies are taught in Spanish. The use of native language helps in comprehending of topics with great demand of abstract thinking. The following materials are used: Social Studies, NYC (Spanish version) and Everyday Math (Spanish version). The ESL teachers provide support in content areas by using ESL strategies and hands-on activities as well as such materils as Oxford Picture Dictionary for the Content Areas and Children's Picture Dictionary.

4. ELSOL is administered twice during the school year. At the beginning of the school year and at the end of the year to evaluate the progress. ELE test is administered at the end of the school year to evaluate Spanish Reading skills.

5a. The academic feficiency of SIFE students are evaluated as soon as they are placed in the program and being addressed on everyday basis in the classroom and during Extended Day as well as by City Year for grades 3-5.

5b. Newcomers with less than three years in US schools are getting instruction with the help of Big Picture books, Picture Dictionaries, and The Song Box Books.

5c. ELLs in grades 3-5 receiving services from four to six years get group and individual academic intervention by City Year and Extended Day Program.

5d. We do not have long-term ELLs.

6. ESL methods are used instructing ELLs. Big Picture Books, Picture dictionaries and songs assist in better and faster acquisition of English. Textbooks used in grades 1-5 are Reading Streets, Social Studies, NYC, Science, Everyday Math. Nine ELL students receive mandated ESL services after their IEP was evaluated. In our school we do not have students with mandated bilingual instruction on IEP.

7. Students with disabilities and their non-disabled peers are being pulled out according their grade level or language proficiency level in the same small groups in order not to isolate students with special needs and give them more confidence.

### Courses Taught in Languages Other than English ⓘ

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

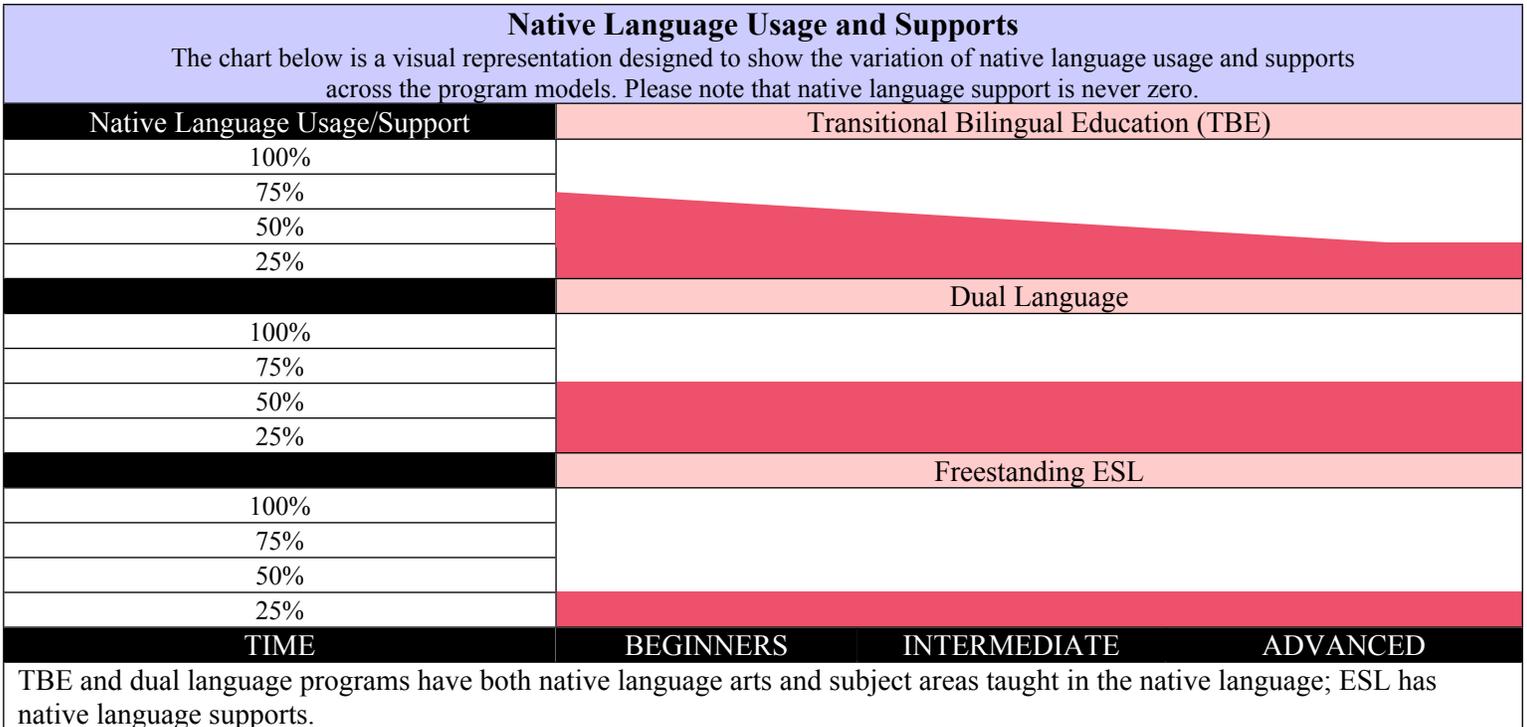
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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. All ELLs in grades 1-5 attend Extended Day Program with register no more than 10 students, where their individual academic needs are addressed. New comers favor from vocabulary enrichment and phonics in small group environment. Students in grades 3-5 twice a week, 50 minutes each session, are getting help in such content areas as Math, ELA, Social Studies and Science. ELLs in grades 3-5 are assisted by City Year.
9. ELL students are involved in after school programs and clubs, Star Fish as well as Soccer Art Club and Band.
10. Computers and smart boards are used to assist ELLs. Read Well is used to improve reading comprehension.
11. A wide variety of materials are used to ensure student participation in all academic activities. Everyday in Spanish is used in bilingual classes. Textbooks in content areas are provided in Spanish and in English. Classroom libraries are available both in English and in native language. Books are also available in native language in the school library.
- 12a. All ELLs receive services according their age, grade level.
- 12b. This school year we have after school program for grades 3-5 twice a week, each session 1 hour 15 minutes. The goal of the program is to improve the students' command in English and better understanding of content area subjects. The funding source is Title III. For new comers in grades 1-2 we will have SCS, Supplemental Educational Services.
- 13a. Smart boards and NY Ready are used for grades 3-5.
- 13b. NY Ready in areas of Math and Science is used in after school program for grades 3-5. SCS will be used for grades 1-2 afterschool program.
14. The bilingual teachers facilitate in comprehending content area material. In bilingual classes a textbook BIEN Dicho is used. In ESL classes content area dictionaries are used, as well as English/Spanish content area bilingual glossaries.
15. A team of school staff members including administrators, teachers, DOE Translation Team assist in verbal and written communication and translation services to facilitate parent involvement in school programs, practices, policies and student achievement.
16. During the registration the parents are getting help in filling out and understanding different forms.
17. In monolingual classes with ESL pull-out services the instruction is delivered in English. In Transitional Bilingual classes the content area subjects are taught in Spanish. Paste response to questions 8-17 here

## 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)?

Paste response to questions 1-5 here

## 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. All teachers of ELLs attend Team Meetings as well as workshops to address the best practices of ELLs. The meetings are held weekly. Once a month the Assistant Principal, Ms. LoCoco attends these meetings. In our school we do not have bilingual/ESL coordinators. ESL teachers attend monthly professional development workshops. Bilingual teachers will attend all workshops for bilingual teachers. Bilingual teachers have common preparation periods with monolingual teachers, where they discuss the curriculum.

2. Bilingual and ESL teachers communicate with Ms. Kenel, the Guidance Counselor, regarding ELLs in order to find the best middle school setting for them. The parent coordinator Ms. Roriguez discusses with the parents ways of smooth transition to middle school and shares the feedback with teachers and guidance counselor.

3. Monolingual teachers who have ELLs in their classes work in close partnership with ESL teachers. They also attend workshops and seminars. This year we do not have new teachers who would need 7.5 hours of ELL training.

Paste response to questions 1-3 here

## E. Parental Involvement

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

1. The parents attend regular monthly workshops pertaining to ARIS delivered by guidance counselor which help them better understand the progress of their children.

2. City year meet with the parents of new comers to help their children in better addaptation to American Education System. In PS 345 parents communicate closely with administrators, guidance counselor and parent coordinator

3. Guidance counselor and parent coordinator meet the the parents to discuss their needs. The parent coordinator helps the ESL teachers to process the Program Selection Forms, if necessary arranging meetings.

4. Parents help Beebuck store, where children can use coupons earned for good behavior, learning and citizenship.

Paste response to questions 1-4 here

# 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)	5	11	2	3	4	4								29
Intermediate(I)	2	4	3	7	2	6								24
Advanced (A)	3	0	2	3	6	4								18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	10	15	7	13	12	14	0	0	0	0	0	0	0	71

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4		4	0	1	3	1	0	0	9
5		4	1	1	2	1	3	0	12
6	0								0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	2	3	3	0	0	0	11

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	0	11	4				
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use ECLAS-2, Predictive (Acuity) and ELL Periodic as well as ITA to assess the early literacy skills of ELLs. The early assessment helps to evaluate the strengths and weaknesses of each student and thus adapt the instruction to their needs. These tests are targeted to show the progress each student made after the strengths and weaknesses were identified and addressed in tailoring the instruction. The evaluation of the data helps addapt the school's instructional plan in alliance with the strengths and weaknesses of the students.

2. The data patterns across proficiency levels on LAB-R and NYSESLAT revealed that students perform better in Speaking and Listening than in Reading and Writing. In Spring 2011 fourteen ELL students exited the program.

3. After examining all NYSESLAT modalities decisions are made about tailoring instruction according the needs of each child. ESL and bilingual teachers analyze RMNR NYSESLAT Modality Combined Report in order to tailor the instruction to the needs of each student in each of four modalities.

4a. A review of the data for ELA indicates that eleven students scored on level 2, nine students on level 1. In Mathematics the data shows that six students scored on level 3, seven on level 2, nine on level 1. In both ELA, Mathematics and Science the lower scores were attained by students who were in the newcomer group of ELLs. In Science three students scored on level three, five on level 2, and three on level 1. Bilingual students showed better results in Math. This may be attributed to the increased confidence and skills of classroom teachers in addressing Mathematics topics. Teachers deliver instruction in the native language, thereby insuring student comprehension and success. ELLs in monolingual classes showed better results in Science than bilingual students. Grade 5 students did better both in Math and ELA than grade 4 students.

4b. Periodic Assessments for ELLs help detect problems on early stages and address them appropriately. The data is analyzed by the school supervisors together with the team of teachers working with the certain student, which helps address the needs of the student in the most affective way.

### 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: PS 345****School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms.Holt	Principal		10/18/11
Ms.Mason	Assistant Principal		10/18/11
Ms.Rodriguez	Parent Coordinator		10/18/11
Ms. Bazarov	ESL Teacher		10/18/11
Ms. White	Parent		1/1/01
Ms. Nelson	Teacher/Subject Area		10/18/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms.Kenel	Guidance Counselor		10/18/11
Ms. McKeon	Network Leader		10/25/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19k      **School Name:** PS 345

**Cluster:** 2      **Network:** 211

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

**Part A: Needs Assessment Findings**

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

When parents fill out the Home Language Survey (HLIS), they enter in what language they would prefer to communicate. Most of our ELLs are Spanish speaking. All letters coming from the office are translated in Spanish by bilingual teachers and school aids. The Spanish speaking families are getting letters at the same time with English speaking families. School aids Ms. Martinez and Ms. Aponte help with oral interpretation. They assist Spanish speaking parents. Mr. Abu helps Bengoli speaking parents.

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.

In our school most of ELL population is Spanish dominant and during the registration they were informed that the outgoing written information will be translated in Spanish and the school aids will help with oral interpretation. There are also four Bengoli students and two students speaking different African 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.

All written translation services as well as oral interpretation are provided in-house by Spanish bilingual teachers, school aids and a para professional dominant in Bengali.

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

Oral interpretation services are provided in school.

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>.

In PS 345 in compliance with A-Z of Section VII of Chancellor's Regulations A-663, Parents Bill of Rights all notices are translated in Spanish, the native language of the majority of ELL population.

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Patrolman Robert Bolman

DBN: 19K345

This school is (check one):  conceptually consolidated (skip part E below)

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):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

# of certified ESL/Bilingual teachers: 4

# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III supplemental instructional services are aimed to support language development and high achievement in Math, Reading and Language Arts. English Language Learners ELLs in grades 1-5 participate in extended day program on Tuesdays and Wednesdays starting September and ending June. The 3 groups of 10 students each. Each session lasts 50 minutes. Two bilingual and two ESL teachers teach these groups. The After School program is staffed by two bilingual teachers, one ESL teacher, as well as a supervisor to ensure quality instruction and safety for grades 2-5. The program starts in November and ends in June with three sessions weekly, Monday from 3:00-5:00PM, Tuesday and Wednesday from 3:45-5:00PM. The following scientifically based research and Common Core Standards Aligned materials are utilized during the After school and extended day: NY Ready ELA and Math, Buckle Down and Passageways for ELA which provides our ELA students with additional Non-Fiction reading materials. The students are instructed both in ELA and Math. There will be 30 sessions with three groups of 10-15 students each in After School Program, staffed by two bilingual teachers and one ESL teacher. The Saturday Academy begins in December and ends in April with one group of 10-15 students and 13 sessions from 9:00am - 12:00pm. It is staffed by one bilingual teacher and a supervisor to ensure quality instruction and safety.

The register in each of After School and Saturday Academy groups is following: 13 students in After School, bridge grades 2-3; 10-15 students in bridge grades 2-3 Saturday Academy. 14 students in After School, bridge grades 4-5; 14 students After School, grade 2.

### 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: The rationale of professional development is to provide our staff responsible for delivery of instruction and services to our ELLs with access to support and the latest advancement in the field. The bilingual and ESL teachers receive training monthly from CNF Children Come First Network and the Assistant Principal. The sessions focus on the development of strategies in the areas of the second language acquisition to meet the needs of various learners, common core learning standards, scaffolding instruction and integrating content and language goals for ELLs. Professional development is provided in house. Our instructional team offers P.D. once a month on Thursdays after regular school hours from 3:45 until 5:00 PM on the last Thursday of the month.

We will have the following workshops during school year 2012-2013.

Month	Title
January	Scaffolding Instruction for ELLs with Graphic Organizers

### Part C: Professional Development

February	Title III AMAO Estimator Tool
March	Using the Standards and the NYSESLAT to Understand What ELLs Know
April	Improving Outcomes for All English Language Learners
May	Creating Language-Rich Instruction for English Language Learners
June	ELL Identification Process

### 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: We feel that parental engagement activities secure parental support and involvement in curriculum and instruction. Our Parent workshops alternate from the beginning, middle and end of the month to give parents the opportunity to participate. Parent workshops are given once a month at 9:00 am and information is distributed to the parents via our monthly calendar in English and Spanish that our students back pack home. These calendars are used to inform parents of upcoming workshops and events. Parents enjoy learning about the school community. Workshop topics include ARIS parent link, Common Core Learning Standards, homework help, domestic violence, access to services, as well as the educational focus of the school. The Parent Coordinator, Math Coach, Guidance Counselor, as well as outside consultants facilitate these one hour monthly workshops.

### Part E: Budget

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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