



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INWOOD INTERMEDIATE SCHOOL 52

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M052

PRINCIPAL: DR. SALVADOR FERNANDEZ

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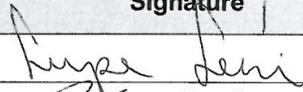
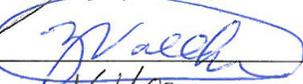
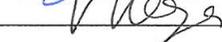
SUPERINTENDENT: **Ms. ELSA NUNEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Lupe Leon	*Principal or Designee	
Zachariah Plotkin	*UFT Chapter Leader or Designee	
Yudelka Valdez	*PA/PTA President or Designated Co-President	
Vanessa Vega	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mercedes Rissi Marin	Member/Parent	
Verdi Acosta	Member/Parent	
Rosa Lazala	Member/Parent	
Miledys Molina	Member/Parent	
Natasha Bracey	Member/Teacher	
Pamela Ackert	Member/Teacher	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, 50% of Level 1 ELA students will achieve level 2 or higher on the state ELA exam.

Comprehensive needs assessment

- After conducting a needs assessment based on the ELA state exam, the SLT determined that 19% of our students are at Level 1 in ELA. The SLT agreed that decreasing the number of Level 1 students in ELA should become a school goal.

Instructional strategies/activities

- Our school began by identifying all ELA Level 1 students. To increase the number of students who will achieve a Level 2 or higher on the state ELA exam, we acknowledge that we must increase the level of literacy of our students. Therefore, we are implementing the following:
 - ELA teachers are receiving Professional Development on and engaging in curriculum redesign. Through this process, we are ensuring that our curriculum is aligned to the Common Core Learning Standards (CCLS), includes complex texts across grades balancing fiction and nonfiction texts, and embeds authentic assessment tasks.
 - Lesson plans will embed instructional strategies/activities that lead to close, thoughtful reading of a text. Such strategies include: designing lessons to support students' reading comprehension in collaboration and discussion; conducting, observing, and assessing student performance inside reading circles; using various type of questions to foster thinking and discussion; and creating quality assessments. Further, in school, teacher-leaders conduct interclass visitations and provide feedback to colleagues to inform discussions around best practices.
 - Targeted students will participate in our Extended Day program twice a week.
 - ELA teachers will provide an Academic Intervention Services (AIS) period once per week to work closely with no more than 5 students at a time. AIS groupings will be conducted on a cyclical basis.
 - Our consultant from Learner-Centered Initiatives, LCI, will provide ongoing PD throughout the year to several teachers. Our supervisors conduct frequent, informal observations and provide timely feedback to teachers to improve their delivery of instruction. In addition, selected ELA teachers will participate in the CCLS Lab & Learning Site pilot, where they will receive PD from LDC. Several science and social studies teachers are also participate in the CCLS Lab & Learning Site pilot in order to learn how to embed the CCLS literacy standards within their curriculum. Further, selected teachers also participate in curriculum mapping PD opportunities provided by our Network.
 - Further, teachers will meet 4 times per week in Teacher-Team meetings. These weekly meetings will encompass a 2 period content meeting so that teachers can discuss and refine instructional strategies, as well as designing lessons and assessments, specific to their subject area. The additional 2 periods per week will be used for cross-content, grade-level meetings so that teachers can collectively examine student work/performance on formative assessments. ELA teachers will use this information provide additional resources for ELA Level 1 students, track student progress, evaluate the effectiveness of their instructional strategies, and modify their instructional practice to improve student outcomes.
 - PD with LCI and LDC will be conducted several times throughout the school year. Teacher-Team meetings will be held 4 times per week for the entire year. Informal observations and interclass visitations will be conducted on an ongoing basis throughout the school year to provide teachers with feedback that will enhance instructional practice and improve student outcomes.

Strategies to increase parental involvement

- All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator (PC) that serves as a liaison between the school and families. Our PC provides parent workshops on ELA unit maps and their alignment to the Common Core Learning Standards (CCLS), as well as updating parents with pertinent information related to our school and upcoming events. She also coordinates additional monthly meetings through ENACT to support parents in helping their children improve their achievement level in literacy.
- Our Assistant Principals also hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education.
- Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year.
- This year we held a Back-to-School Celebration Day with our SES providers, CBOs, parents, students, and teachers to kick off the start of a successful school year.
- Parents are also invited to attend a Parent-Teacher conference twice per year so that they can meet their child's teachers and discuss his/her academic progress.
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the

parents' needs.

Budget and resources alignment

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Classroom libraries will be stocked with leveled texts and independent reading materials with Title I funds.
- ELA salaries will be partially paid for with Tax Levy.
- LCI Professional Development will be paid from Title I and Tax Levy.
- Developing & reconstructing unit maps aligned to the CCLS will be paid from Title I.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, 50% of Level 1 ELLs and Special Needs students will achieve level 2 or higher on the state ELA exam.

Comprehensive needs assessment

- After conducting our needs assessment based on the ELA state exam, the SLT determined that approximately 35% of our ELL and special needs students are at Level 1 in ELA. The SLT agreed that decreasing the number of Level 1 students in ELA for ELLs and special needs should become a school goal.

Instructional strategies/activities

- Our school began by identifying all ELL and Special Needs students who scored a Level 1 on the ELA exam. To increase the number of ELL and Special Needs students who will achieve a Level 2 or higher on the state ELA exam, we acknowledge that we must increase the level of literacy of our students. Therefore, we are implementing the following:
 - ELA and ESL teachers, as well as several Special Education teachers, are receiving Professional Development on and engaging in curriculum redesign. Through this process, we are ensuring that our curriculum is aligned to the Common Core Learning Standards (CCLS), includes complex texts across grades balancing fiction and nonfiction texts, and embeds authentic assessment tasks.
 - Lesson plans will embed instructional strategies/activities that lead to close, thoughtful reading of a text. Such strategies include: designing lessons to support students' reading comprehension in collaboration and discussion; conducting, observing, and assessing student performance inside reading circles; using various type of questions to foster thinking and discussion; and creating quality assessments. Further, in school, teacher-leaders conduct interclass visitations and provide feedback to colleagues to inform discussions around best practices.
 - Targeted students will participate in our Extended Day program twice a week.
 - ELA, ESL and Special Education teachers will provide an Academic Intervention Services (AIS) period once per week to work closely with no more than 5 students at a time. AIS groupings will be conducted on a cyclical basis.
 - Our consultant from Learner-Centered Initiatives, LCI, will provide ongoing PD throughout the year to several teachers. Our supervisors conduct frequent, informal observations and provide timely feedback to teachers to improve their delivery of instruction. In addition, selected ELA & ESL teachers will participate in the CCLS Lab & Learning Site pilot, where they will receive PD from LDC. Several science and social studies teachers are also participate in the CCLS Lab & Learning Site pilot in order to learn how to embed the CCLS literacy standards within their curriculum. Further, selected teachers also participate in curriculum mapping PD opportunities provided by our Network.
 - Further, teachers will meet 4 times per week in Teacher-Team meetings. These weekly meetings will encompass a 2 period content meeting so that teachers can discuss and refine instructional strategies, as well as designing lessons and assessments, specific to their subject area. The additional 2 periods per week will be used for cross-content, grade-level meetings so that teachers can collectively examine student work/performance on formative assessments. ESL & Special Education teachers will use this information to provide additional resources for ELLs and Special Needs Level 1 students, respectively, track student progress, evaluate the effectiveness of their instructional strategies, and modify their instructional practice to improve student outcomes.
 - PD with LCI and LDC will be conducted several times throughout the school year. Teacher-Team meetings will be held 4 times per week for the entire year. Informal observations and interclass visitations will be conducted on an ongoing basis throughout the school year to provide teachers with feedback that will enhance instructional practice and improve student outcomes.

Strategies to increase parental involvement

- All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator (PC) that serves as a liaison between the school and families. Our PC provides parent workshops on ESL methodologies, Special Education updates, and testing modifications for both subgroups. The parent meetings are also designed to update parents on pertinent information related to our school and upcoming events. The PC also coordinates additional monthly meetings through ENACT to support parents in helping their children improve their achievement level in literacy.
- Our Assistant Principals also hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education.
- Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year.
- This year we held a Back-to-School Celebration Day with our SES providers, CBOs, parents, students, and teachers to kick off the start of a successful school year.

- Parents are also invited to attend a Parent-Teacher conference twice per year so that they can meet their child's teachers and discuss his/her academic progress.
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the parents' needs.
- Parents of newly arrived students participate in a Parent Orientation session prior to the start of the school year in order to learn about the language programs available to their children and to decide which one best meets their needs.
- Parents of Special Needs students participate in IEP meetings in order to understand the services available to their child.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Classroom libraries will be stocked with leveled texts and independent reading materials with Title I funds.
- ESL Teachers are partially funded with Title I and Title III and Tax Levy funding.
- LCI Professional Development will be paid from Title I and Tax Levy funds.
- Developing & reconstructing unit maps aligned to the CCLS will be paid from Title I.
- Professional Development will be paid from Title I and Title III.
- Saturday Academy for newly-arrived ELLs will be funded through Title III.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, 1/3 of the ELL students within the Transitional Bilingual Education (TBE) program will have been reduced from grade to grade.

Comprehensive needs assessment

- After conducting our needs assessment based on the ELA state exam and the NYSESLAT, the SLT determined that approximately 20% of our ELL students performed at Beginning Level on the NYSESLAT. The SLT agreed that by decreasing the number of students in the TBE program from year to year should become a school goal.

Instructional strategies/activities

- Our school began by identifying all ELL students, followed by the proficiency level of our ELLs according to the NYSESLAT, their ELA scores, and program options (Transitional Bilingual Education or English as a Second Language). To decrease the number of students within our TBE program from year to year, we acknowledge that we must increase the level of literacy of our students. Therefore, we are implementing the following:
 - Through ESL methodologies, our ESL teachers are immersing students in the ELA curriculum to build reading comprehension and writing skills. Through this process, we are ensuring that our curriculum is aligned to the Common Core Learning Standards (CCLS), includes complex texts across grades balancing fiction and nonfiction texts, and embeds authentic assessment tasks.
 - Lesson plans will embed instructional strategies/activities that lead to close, thoughtful reading of a text. Such strategies include: designing lessons to support students' reading comprehension in collaboration and discussion; conducting, observing, and assessing student performance inside reading circles; using various type of questions to foster thinking and discussion; and creating quality assessments. Further, in school, teacher-leaders conduct interclass visitations and provide feedback to colleagues to inform discussions around best practices.
 - Content level teachers will increase the level of English used in bilingual classes throughout the year.
 - Targeted students will participate in our Extended Day program twice a week and our Saturday Academy.
 - ESL teachers will provide an Academic Intervention Services (AIS) period once per week to work closely with no more than 5 students at a time. AIS groupings will be conducted on a cyclical basis.

Strategies to increase parental involvement

- All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator (PC) that serves as a liaison between the school and families. Our PC provides parent workshops on ESL methodologies and testing modifications for ELLs. The parent meetings are also designed to update parents on pertinent information related to our school and upcoming events. The PC also coordinates additional monthly meetings through ENACT to support parents in helping their children improve their achievement level in literacy.
- Our Assistant Principals also hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education.
- Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year.
- This year we held a Back-to-School Celebration Day with our SES providers, CBOs, parents, students, and teachers to kick off the start of a successful school year.
- Parents are also invited to attend a Parent-Teacher conference twice per year so that they can meet their child's teachers and discuss his/her academic progress.
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the parents' needs.
- Parents of newly arrived students participate in a Parent Orientation session prior to the start of the school year in order to learn about the language programs available to their children and to decide which one best meets their needs.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Classroom libraries will be stocked with leveled texts and independent reading materials with Title I funds.
- ESL Teachers are partially funded with Title I, Title III, and Tax Levy funding.
- LCI Professional Development will be paid from Title I and Tax Levy funds.
- Developing & reconstructing unit maps aligned to the CCLS will be paid from Title I/
- Professional Development will be paid from Title I and Title III.
- Saturday Academy for newly-arrived ELLs will be funded through Title III.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, 50% of Level 1 math students will achieve level 2 or higher on the state Math exam.

Comprehensive needs assessment

- After conducting our needs assessment based on the NY State Mathematics exam, the SLT determined that approximately 12% of our students are at Level 1 in mathematics. The SLT agreed that decreasing the number of Level 1 students in mathematics should become a school goal.

Instructional strategies/activities

- Our school began by identifying all Math Level 1 students. To increase the number of students who will achieve a Level 2 or higher on the state Math exam, we implemented the following:
 - Math teachers are engaging in curriculum redesign. Through this process, we are ensuring that our curriculum is aligned to the Common Core Learning Standards (CCLS), coordinates content and skill across grade levels, and embeds performance assessment tasks.
 - Lesson plans will embed instructional strategies/activities that allow for multiple entry points and meet the various needs of our learners. Such strategies include: incorporating think alouds, using various type of questions to foster thinking and discussion; and creating quality assessments. Further, in school, teacher-leaders conduct interclass visitations and provide feedback to colleagues to inform discussions around best practices that will improve student outcomes.
 - Targeted students will participate in our Extended Day program twice a week and our Saturday Academy.
 - Math teachers will provide an Academic Intervention Services (AIS) period once per week to work closely with no more than 5 students at a time. AIS groupings will be conducted on a cyclical basis.
 - Selected math teachers will participate in the CCLS Lab & Learning Site pilot, where they will receive PD from MDC. Selected teachers also participate in curriculum mapping PD opportunities provided by our Network.
 - Further, teachers will meet 4 times per week in Teacher-Team meetings. These weekly meetings will encompass a 2 period content meeting so that teachers can discuss and refine instructional strategies, as well as designing lessons and assessments, specific to their subject area. The additional 2 periods per week will be used for cross-content, grade-level meetings so that teachers can collectively examine student work/performance on formative assessments. Math teachers will use this information to provide additional resources for Math Level 1 students, track student progress, evaluate the effectiveness of their instructional strategies, and modify their instructional practice to improve student outcomes.
 - PD with LCI and MDC will be conducted several times throughout the school year. Teacher-Team meetings will be held 4 times per week for the entire year. Informal observations and interclass visitations will be conducted on an ongoing basis throughout the school year to provide teachers with feedback that will enhance instructional practice and improve student outcomes.

Strategies to increase parental involvement

- All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator (PC) that serves as a liaison between the school and families. Our PC provides parent workshops on Math unit maps and their alignment to the Common Core Learning Standards (CCLS), as well as updating parents with pertinent information related to our school and upcoming events. She also coordinates additional monthly meetings through ENACT to support parents in helping their children improve their achievement level in mathematics.
- Our Assistant Principals also hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education.
- Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year.
- This year we held a Back-to-School Celebration Day with our SES providers, CBOs, parents, students, and teachers to kick off the start of a successful school year.
- Parents are also invited to attend a Parent-Teacher conference twice per year so that they can meet their child's teachers and discuss his/her academic progress.
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the parents' needs.

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Math classrooms will be stocked with scientific calculators, virtual tools, and various manipulatives, with Title I and Tax Levy funds.
- Math Coach salary will be paid for with Title I funding.
- Professional Development will be paid from Title I and Tax Levy.
- Developing & reconstructing unit maps aligned to the CCLS will be paid from Title I.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Teachers support students through guided reading activities and provide opportunities to demonstrate their understanding through writing. Teachers also support students in improving their ability to cite textual evidence in their writing.	Small Group	During the School Day
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

- Approximately 90% of our staff are Highly Qualified Teachers (HQT). In addition, we also have a high rate of retention of Highly Qualified Teachers. However, teachers not considered Highly Qualified are supported in meeting this distinction by making available to them Title I funds to earn the additional education credits necessary to become Highly Qualified. We also offer them the financial support to become National Board Certified teachers.
- Our high retention rate of Highly Qualified Teachers can be attributed to the ongoing, differentiated PD opportunities provided to all our teachers specific to their content areas. Essentially, our PD plan runs under three phases. Phase one is provided to all staff during the first 2 months of the school year and ensures all teachers understand our school-wide expectations. We lay the foundation for the year through training on the overall mission and vision of our school, annual goals, citywide instructional expectations, the CCLS, staff manual revisions, and various procedures & protocols that must be followed, including formal and informal observations, interclass visitations, and Teacher-Team expectations. Phase Two provides PD to teachers that focus on specific areas of our school-wide rubrics. They key topics are selected as areas for improvement through observations, interclass visitations, and self-assessment practices. Phase Three allows selected teachers to learn the theory of instructional practices by conducting and participating in book study opportunities.
- A large number of selected teachers also participate in additional PD opportunities in all content areas provided by our consultant (Learner-Centered Initiatives), the Institute for Learning (IFL), the DOE, and our Network Plus.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 Jose Ruiz/Lawrence Block	District 06	Borough	School Number 052
School Name Inwood Intermediate School 52			

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

Principal Dr. Salvador A. Fernandez	Assistant Principal Ms. Lupe Leon
Coach Jose Vilson/Math	Coach
ESL Teacher Ms. Suzanne Sheerin	Guidance Counselor Ms. Maria Mendez
Teacher/Subject Area Mr. Santiago Namnun/ESL	Parent
Teacher/Subject Area Ms. Elana Waldman/ELA	Parent Coordinator Licette Vasquez
Related Service Provider Ms. Elisa Deegan	Other Ms. Nohemy Lucero
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	5	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	652	Total Number of ELLs	248	ELLs as share of total student population (%)	38.04%
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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. 

During registration, parents or guardians of new arrivals complete a Home Language Identification Survey (HLIS), which is administered by Nohemy Lucero, a highly-qualified bilingual teacher and licensed pedagogue. She speaks both Spanish and English and serves as our Testing Coordinator/Data Specialist. This HLIS is comprised of an oral interview in English and in the native language, which, generally speaking, is Spanish. The HLIS also includes a formal initial assessment. Based on the responses, we can determine what language the child speaks in the home. If the family uses a language other than English at home, we administer a LAB-R test. The LAB-R determines whether or not the student is an English Language Learner (ELL) and, therefore, also determines the child's entitlement to English language development services. Further, if the LAB-R determines that the child is an ELL and speaks Spanish at home, we administer a Spanish LAB to determine language dominance. These steps are all completed within the first 10 days of initial enrollment.

All ELLs within our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). This exam measures students' levels of proficiency across the four language modalities: reading, writing, listening, and speaking. Student results of the NYSESLAT help to determine the future program placement of our ELLs and the level of bilingual or ESL services provided to them from year to year. In order to maintain our data accurately, IS 52 has centralized student information in the admissions office which is managed by Ms. Nohemy Lucero, our Data Specialist, a highly-qualified bilingual teacher and licensed pedagogue. We use File Maker Pro database to input all information which pertains to the student. The information in this database comes from reports such as RLAT, RDGS, RPOB, RESI, and NCLB. RLAT provides information that tells us if the students is entitled or non-entitled. RDGS (NCLB Disaggregation Groups Report) gives us the student's ethnicity and denotes if they are ELLs. RPOB provides the student's place of birth and the home language. RESI also provides us the student's home language. In case of new admissions, the student's information is immediately inputted into the spreadsheet indicates if the child is an ELL. Any discrepancies are investigated and corrected. Based on the list generated from our database, the students are tested during the test window provided to us per the DOE Assessment Memorandum. . The test includes the four components: speaking, reading, writing and listening. Accurate attendance is kept to ensure that any absent students are given a make- up testing during the test window. For the speaking test, the ELL students are called by grades and the students are assigned to different proctors (all highly-qualified, licensed pedagogues) who administer the test individually. For the other three components, the school follows a stationary schedule while the ELLs are being tested to ensure that all test conditions are adhered to.

Parents of our ELLs are invited to attend an orientation session. This invitation comes in the form of a letter in the preferred language of the parent/guardian. At the orientation session, parents receive a brochure entitled "A Guide for Parents," and view a videotape of, receive information on and ask questions about the instructional programs available to ELLs. Currently, there are three (3) types of programs available for ELLs in New York City Public Schools: Dual Language (DL), Transitional Bilingual Education (TBE) and English as a Second Language (ESL). Ms. Lucero, the Testing Coordinator/Data Specialist, uses this session to communicate with parents in their native language to ensure understanding of the programs available to their children. At the end of the orientation session, parents complete the Parent Survey and Program Selection form that indicates the program they are requesting for their child.

Using this information, she, along with the assistant principal, decides the class that best meets the needs of the student.

The programs that are available in our school (Transitional Bilingual/ ESL) are aligned with the parents' requests. At this time, we do not offer a Dual Language Program at our school. However, if there are parents who express interest in this program, this option will be made available to them.

During registration, the parents of newly arrived students are given a letter to sign which indicates if the student is entitled or non-entitled. For the students who are enrolled in our school, original letters of entitlement are sent to parents by the student who must sign a copy. All copies are then filed in the admissions office.

In the case of new admits, the director of admissions searches in ATS for the student's scores and any other pertinent information. Based on this determination, the Parent Survey and Program Selection forms are presented to parents to complete after informing them about the three educational options available to them. There is also available a video presentation which allows them to see and comprehend the choices better.

At registration, after screening newly arrived students and according to the parent's program selection form, placement letters are presented to the parents and explained the content. The parent signs the letter which is then filed in the admissions office. Shortly after the beginning of the school year, students are given an original letter to take home to their parents' and they must sign a copy for the admissions office to keep on file indicating they received the letter.

Our school population is mostly Spanish speaking and the admission director, parent coordinator, and counselor all speak Spanish and can easily communicate with the parents in their native language. For Non-Speaking parents/guardians, a translated version of this letter is available at the DOE website and is given to parent.

Spanish speaking, new arrivals in our school, parents choose a Transitional Bilingual Program 100% of the time.

For LAU students, and students that score in the intermediate or advance levels on the NYSELAT, parents selected Free Standing ESL Program 90% of the time.

No parent in our school has ever requested Dual Language Program. (0%)

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes	No	If yes, indicate language(s): Spanish
Dual language program	Yes	No	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	248	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	4
SIFE	31	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	55

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	76	20	0	14	2	0	0	0	0	90
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	2	1	53	7	9	55	0	11	127
Total	95	22	1	67	9	9	55	0	11	217

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	30	30					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	30	30	30	0	0	0	0	90

**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
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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							39	56	60					155
Chinese														0
Russian														0
Bengali								1	1					2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	39	57	61	0	0	0	0	157

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?

Approximately 38% of our school's population is designated as English Language Learners (ELLs). Therefore, our school offers our ELL students three instructional program options: Dual Language (DL), Transitional Bilingual Education (TBE), and English as a Second Language (ESL). Parents then choose the program that they believe best matches the instructional needs of their children. Based on our parent selections, we currently have both a TBE and an ESL program at I.S. 52. All students are taught in self-contained classes; however, they may receive additional services through a push-in or pull-out model. Student programs are blocked, meaning that all classes travel together as a group, and the groups are heterogeneous.

A. Programming and Scheduling Information

Currently, our TBE program has 90 Spanish-speaking ELLs, with one TBE class per grade in 6th, 7th and 8th. In grade 6, there are 30 Spanish-speaking ELLs. In grade 7, there are 30 Spanish-speaking ELLs. In grade 8, there are also 30 Spanish-speaking ELLs. Our TBE classes include Beginner and Intermediate levels of proficiency. These TBE classes receives 8 45-minute periods, or 360 minutes, of English language instruction per week. Also, our TBE classes follow the guidelines of the New York City policy that mandates that students with limited English proficiency are instructed as follows: 40% in English language development and 60% in their native language as beginners. As they increase in English proficiency, instruction transitions to 50% English/50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English/25% Spanish. Essentially, our TBE students are taught language arts using a blend of ESL, ELA and NLA, and they receive content-area instruction in their native language and English using ESL strategies. We acknowledge that allowing ELLs access to content in the native language provides them with a way to construct meaning in English. Therefore, teachers strategically use native language as a support structure for ELLs to clarify, build knowledge, extend comprehension, and bridge experiences through technology, native language materials, and flexible groupings. The balance of courses taught in the native language steadily decreases as students develop English proficiency and the necessary literacy skills to participate fully in all-English content courses. Intensive training of English language skills include the four areas of development: understanding & listening comprehension, speaking, reading and writing.

Our ESL program is comprised of 157 ELLs and, of them, 155 are Spanish-speaking. In grade 6, there are 39 Spanish Speaking ELLs. In grade 7, there are 56 Spanish speaking ELLs. In grade 8, there are 60 Spanish speaking ELLs. We also have 2 Bengali-speaking ELLs - one in 7th grade and one in 8th grade. Our free standing English as a Second Language (ESL) Program Model offers students all instruction in English in self-contained classrooms. Within this program, language arts is taught using ESL and ELA methodologies. Content-area instruction is in English using ESL strategies and native language supports are used to enrich comprehension. This program has been designed under the New York State Guidelines: 180 minutes of ESL instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of ESL instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate level of English.

In ELA, teachers focus on building vocabulary. Because vocabulary is a key element of comprehension, it is taught using various modes of instruction. Vocabulary selections are made in accordance with a specific unit and include the words students will need to know in order to reach the goal of the unit. In addition, there is a balance between the words and concepts necessary to understand the text and the words required to produce written work. Teachers build vocabulary by moving away from memorization techniques and, instead, focusing students on using strategies to construct meaning independently and authentically. ELA teachers scaffold their instruction for ELLs by focusing on high-frequency academic language and words related to unit concepts, as well as limiting the number of words per lesson, providing learner-friendly definitions, and using various graphic organizers to support visual learners. In addition, teachers provide opportunities for students to use the words in real-life contexts.

As well as building vocabulary, ELA teachers are supporting ELLs at all proficiency levels by exposing them to a variety of writing experiences. Students are supported through the use of graphic organizers, templates, and sentence starters at the beginning level, and move to developing extended writing pieces in both content and style as they advance.

Within both programs, the content area teachers use a sheltered instruction approach to teaching our ELLs. Through this approach, content teachers provide language support, as well as standards-based content instruction, in order to build knowledge of academic language, content, and performance within our ELLs. Learning objectives are aligned to the Common Core Learning Standards (CCLS). ESL teachers often plan lessons with content area teachers so that the knowledge and skills learned in one discipline drive the knowledge and skills learned in another. Further, for ELL subgroups that require push-in or pull-out services, the ESL teacher aligns this support with the content objectives and learning goals, and provides scaffolds to support students in learning academic language and content knowledge.

All students who receive ESL services take the NYSESLAT every year to determine how well they are learning English. This exam assesses students speaking, listening, reading, and writing skills. Students continue to receive ESL or bilingual services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes. Educators also use students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.

In addition, for those of our students whose native language is Spanish and who receive language arts instruction in Spanish take the ELE. This exam tests students' vocabulary knowledge and ability to understand words in context. The information gained from this assessment

A. Programming and Scheduling Information

helps schools to identify students who need extra help in Spanish language arts, and to place students in the appropriate level of Spanish native language arts instruction.

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Levels 1 and 2 on English or mathematics state standardized exams. Teachers identify and provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students approximately one period per week in either a push-in or pull-out model. Our after-school program is offered through an extended school-day program designed to service Level 1 and Level 2 students, as well as all ELLs and Special Needs students. The program provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis. It also provides our students with test sophistication skills. All our ELLs are also eligible to attend a summer-school enrichment program.

All classes at IS 52 follow our own, teacher-designed curriculum guides completed under the guidance of our consultant from Learner-Centered Initiatives (LCI) and aligned to the Common Core Learning Standards (CCLS). Each unit contains embedded CCLS performance tasks, as well as a summative task. These allow us to continually assess progress and adjust our teaching to meet the needs of our students. Further our teachers meet weekly in Teacher-Team meetings to look at student work and identify patterns and trends. In addition, classroom libraries, classroom materials, professional development and academic interventions are reflective of the students' needs as informed by the NYSESLAT levels and modalities, scores on NYS exams, and classroom assessments. By being cognizant of student data, we can best address the needs of the students and provide them with materials and instruction appropriate for their academic development. For example, it is important that ELL students develop strong listening and reading skills in order to interpret the concepts, ideas and opinions expressed through literature and content-based materials. Therefore, all ELL classrooms have listening centers and are utilized as part of their English instruction. A wide variety of listening materials are available that are appropriate for students of all proficiency levels. In order for listening comprehension to be facilitated, language skills have been embedded in each listening activity. Most importantly, the use of listening centers in the classroom allows for our ELL students to repeat and rehearse the language in a meaningful and authentic way.

Other instructional approaches included guided reading opportunities that focus on comprehension strategies. Particular attention is devoted to making connections, questioning, visualizing, inferring, determining importance, and citing evidence. Students are also provided with word study activities to support reading fluency skills and vocabulary development. For opted-out students in general education classes, students receive support that includes modifications to tests and handouts, scaffolding of lesson materials, as well as extra instruction and assistance within the classroom setting.

More specifically, for our SIFE students, we focus on connecting students' prior knowledge to their current learning. Also, our teachers supply multiple entry points for their lessons, choose engaging topics and texts, and make connections between disciplines to enhance understanding and to further promote academic language. In addition, our teachers provide a variety of learning experiences to develop students' independent thinking, collaboration, and choice.

For our newcomers, we focus on "survival" skills and on connecting students' learning to the content areas of social studies, math, science and language arts. We also conduct intensive training of English language skills that includes the four areas of development: understanding & listening comprehension, speaking, reading and writing.

This ensures our newcomers' academic and social success in the community, school and classroom environment. These students also participate in an after-school and Saturday academy to further enhance their academic language and to prepare students for their state exams.

For students receiving 4 of 6 years of ESL services, we know that it is important to analyze their data in order to identify patterns and trends, refine our curriculum and assessments, set SMART goals, and identify interim benchmarks of progress, so our teachers meet regularly to discuss their student data. We also engage students in self-reflection in order to teach them how to set individual goals for achievement. These students are also placed into monolingual classes so that they will receive their content in English. Further, these students are invited to participate in after-school and Saturday programs to better prepare them for upcoming state exams.

A. Programming and Scheduling Information

Regarding our plan for long-term ELLs, according to Jim Cummins and other linguists, it takes ELLs five to seven years to learn a second language and some research suggests even longer to successfully use and process academic language (Cognitive Academic Language Proficiency CALPS). IS 52 provides ELLs many opportunities to use the language they are learning by actively engaging in classroom activities. These may include role-play, art or drama, to name a few. Teachers can also build language into the content areas by having the students keep interactive notebooks and journals, use manipulatives to illustrate difficult concepts, make content specific word walls with illustrations and create class-made dictionaries with content-specific vocabulary.

Our Special Education students have Individualized Education Plans (IEPs) and receive services through the school’s Special Education program, which provides students with the least restrictive environment consistent with their individual needs. A full-time IEP teacher monitors the implementation of each student’s plan. Inclusion, mainstreaming, and Special Education Teacher Support Services (SETSS) are instrumental in achieving our goals. The inclusion program places Special Education students in General Education classes full time, while maintaining a student-teacher ratio of 12:1 (two teachers are assigned to each inclusion class). Students are placed in the inclusion program through IEPs, teacher input, and review by Special Education Coordinator. The inclusion program allows special education students to receive departmental instruction from licensed specialists in each subject, and also to interact fully with their peers.

In working with our Special Needs ELLs, the instruction is prescribed in a manner that accommodates the student’s exceptionality. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our Bilingual Special Education teachers develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate the student progress, and develop individual plans and materials as needed. English Language Learners who “opt out” or test out of the bilingual program continue to receive support services, including freestanding instruction in ESL, from a licensed ESL teachers several times per week, depending on their level of proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

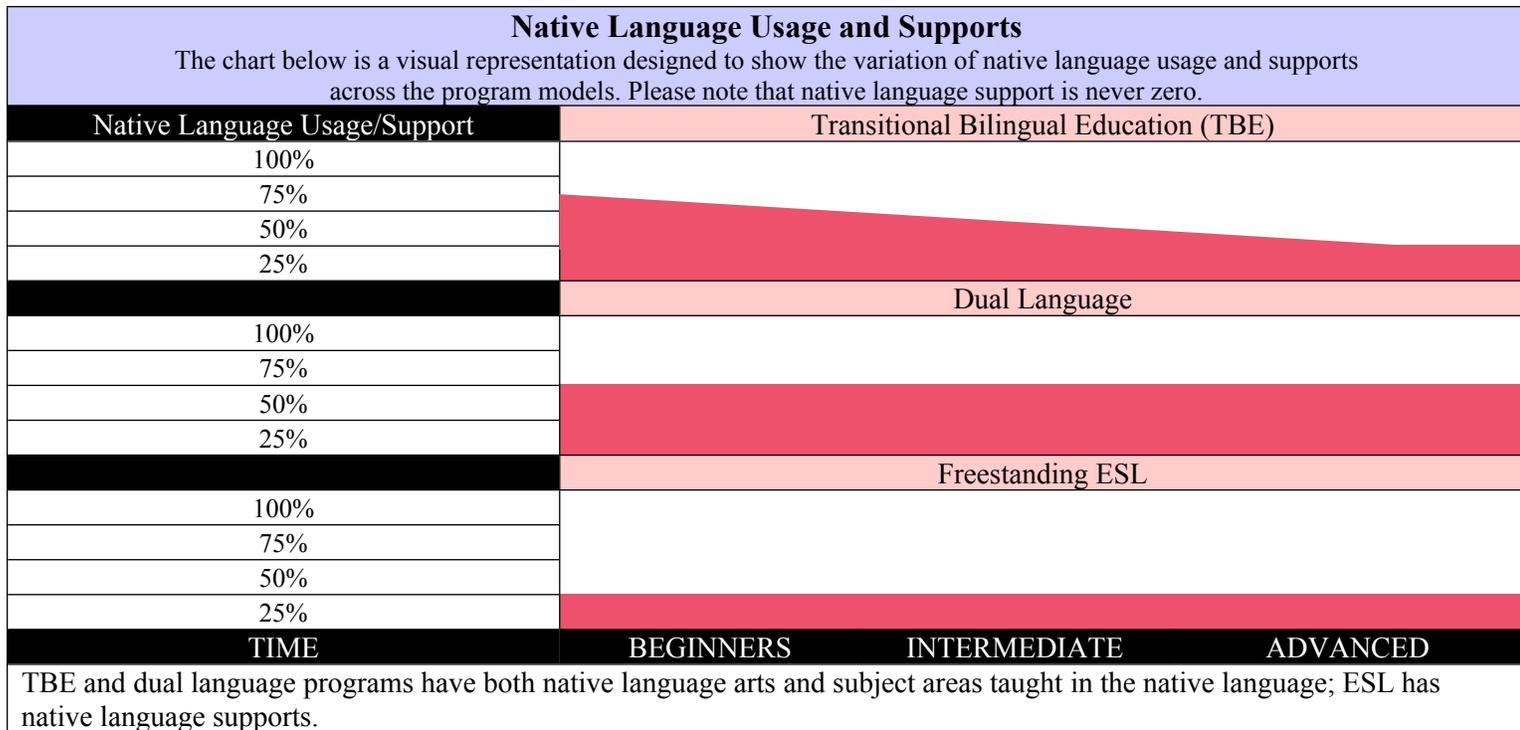
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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?

At IS 52, the literacy classes that are taught in English and the Native Language Arts (NLA) all follow the same curriculum format and best practices. The classes are taught to the NYS standards, and we are currently working to incorporate the Common Core Learning Standards (CCLS) across grades as well. Although all the classes are taught in parallel, the instructional tools are different, in order to best meet the needs of the students. In order to improve literacy achievement in Native Language Arts for all students in the bilingual program, our instructional program strategies in Native Language Arts focus on building literacy, thus reinforcing literacy skills taught in English Language Arts (ELA) and English as a Second Language (ESL) classes.

Also, all Bilingual and ESL classes are currently using a mix of low level/high interest texts, literature for students struggling with reading skills, core libraries in both languages, and authentic literature. We also have ESL nonfiction materials specifically designed for ELL students. ESL classes have listening centers with books on tapes to help our students practice all 4 modalities. Further, our Special Education ELLs receive either push-in or pull-out support from a licensed ELL teacher to work on reading strategies and comprehension.

In addition, our school offers a wide range of academic intervention services (AIS) for students who are at risk of academic failure as well as students performing at Level 1 or Level 2 in mathematics or literacy state and/or city standardized exams. These services include AIS, after school, and Saturday programs. In order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams have been targeted for AIS, enrichment programs, and test prep and after school programs. The After School Program is an extended day program designed to service Level 1 or Level 2 students. This program is an enrichment program that provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis it also provides are students with test taking skills. We have also scheduled Academic Intervention services for ELLs, where the ESL teacher works with students in small groups 1 -2 periods per week. A licensed ESL teacher provides ESL mandated services to Parent Option/Opted Out bilingual students.

For students who score proficient on the NYSESLAT, we continue to provide support to these students through extra time on testing and by providing Spanish/English dictionaries. In fact, all our ELLs receive these modifications. Our school has purchased a Rosetta Stone language program that allows students to use technology and work independently on building vocabulary and basic sentence structures in English.

Also, we have an Arts Academy in which all our ELLs participate. This academy allows for students to develop their "talent" in one focused area: chorus, band, dance, art, culinary arts, and drama. Students continue to develop proficiency and understanding in English while learning about and engaging in talent activities of their choosing.

Further, IS 52 has Interdisciplinary teams throughout the school which allows for inquiry teams to take place and to plan content-based instruction. (CBI) is "the integration of a particular content [e.g., math, science, social studies] with second language aims. CBI allows for English to be taught at a comprehensible level in order to increase students' understanding of the subject matter and build language skills simultaneously. In addition, research (Custodio & Sutton, 1998) has shown that CBI often uses authentic tasks centered around authentic materials, so it can help language minority students increase their motivation, and provide more opportunities for them to explore prior knowledge. Therefore, the use of the CBI model can be effective in the ESL classroom.

B. Programming and Scheduling Information--Continued

Other instructional approaches included guided reading opportunities that focus on comprehension strategies. Particular attention is devoted to making connections, questioning, visualizing, inferring, determining importance, and citing evidence. Students are also provided with word study activities to support reading fluency skills and vocabulary development. For opted-out students in general education classes, students receive support that includes modifications to tests and handouts, scaffolding of lesson materials, as well as extra instruction and assistance within the classroom setting.

Native language support, which reinforces the development of oral and written fluency, content knowledge, and the ability to communicate, is delivered in each program model. First, standards-based literacy instruction is provided in the native language and in English for the duration of our students' education in the TBE program. The native language and English are also used consistently to teach core academic content areas for the duration of our students' in the TBE program. Further, since ongoing assessments of students in academic content areas, as well as language development, inform teaching and learning, we assess content-area learning and language development in the language of instruction and analyze this data to set goals and identify areas for improvement. Materials used include textbooks in the native language and technology enrichments in the native language.

In freestanding ESL, language development and content instruction are supported in the native language in order to enrich comprehension. This type of support includes bilingual dictionaries, native language classroom libraries, and technology enrichments.

Required services and support for ELLs are provided using the NYSELAT scores and information provided by teachers. ELL students, whose parents choose Free Standing Program, are assigned mostly to an ESL class which is age related and provide additional support services (by grade).

When the ELL students arrives at our school, the admission director and her staff welcome the students and their families to IS 52M. The student is given a brief tour of the school. A class schedule is given to the student and shown how to read it. The student is introduced to the floor advisor/dean. If the student is an eighth grade, the student is introduced to the eighth grade counselor to discuss high school options. They are also given information about additional programs which are in our school such as AIS, Extended-day program for at risk students, Saturday Title III, SES and After-school programs.

In the eighth grade, Spanish is offered and mandated.

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.

In order to better meet the needs of our English Language Learners, IS 52 has a part-time ESL coordinator. The ESL coordinator works to support ESL and content-level teachers in exploring new pedagogical methods, embedding assessments into daily instructional activities, and differentiating instruction & classroom activities. These objectives will be achieved by organizing opportunities for staff to observe and reflect on each other's practices, developing and facilitating study groups & professional development meetings, assessing teacher

D. Professional Development and Support for School Staff

needs, modeling lessons, and attending & turn-keying professional development workshops on behalf of our school. In addition, the coordinator will be responsible for assisting ESL and content-level teachers in scaffolding the curriculum and in researching & acquiring additional instructional materials that will meet the needs of our ESL students.

In addition, the ESL staff will attend professional development on a weekly basis with the ESL coordinator. Topics such as differentiating curriculum and developing effective teaching points will be addressed. ESL teachers will also develop pacing calendars, lessons and modify the units to address the various levels of the ELL students. All of our ESL teachers will be trained to incorporate the following in their ESL classrooms:

- Instructional resources aligned to the CCLS and including differentiated materials, leveled reading libraries, and software that supports individualized instruction and practice.
- Technology that promotes ongoing embedded assessment and differentiated instruction.

In our continued efforts to make each year a success at IS 52, we acknowledge the significance of creating a collaborative environment where teachers feel comfortable sharing questions, concerns and ideas, and discussing the structure and content of their lessons and instruction. In order to create such an environment, all teachers are programmed to attend four Teacher-Team meetings weekly, two that are content based and two that are interdisciplinary by grade. These meetings will require teachers to work together to problem solve classroom issues, plan units of study, engage in inquiry, or share a presentation on a specific topic with colleagues. These on-going meetings were designed to enhance collaboration amongst staff, aid teachers in scaffolding their lessons to reach all students, and to help teachers develop confidence, familiarity, and independence within their subject area and grade. These meetings have been instrumental in discussing and planning for our ELLs.

During the first three months, staff members become familiar with each other's strengths and how to work collaboratively to accomplish tasks within a focused time frame. This is essential to the success of these groups over the course of the year. Once we developed a shared trust and respect within our groups, these sessions now focus on building academic rigor, creating a literate learning environment, and establishing classroom rituals and routines, particularly for our ELLs. While these topics may seem trite, we have learned that they are an integral part of our success as a school, as they allow us to implement best practices throughout the year.

ESL teachers, then, turn-key the information they have gained through ongoing PD inside and outside the school, including their weekly sessions with the ESL coordinatot, to assistant principals, special education teachers, speech therapists, and/or occupational therapists at weekly Teacher-Team meetings. In addition, our parent coordinator, school secretaries, guidance counselors, and psychologists attend required PD annually on working with ELLs.

As we progress throughout the school year, we will use these sessions to examine best teaching practices, including the independent reading component, portfolios, using student data, rubrics and standards to refine the instruction and prioritizing next steps for our ELLs. We intend to push students and keep the level of rigor high. This will help students to better transition to high school from our school.

Regularly scheduled PD days occur at various points throughout the year. Standing PD days are: September 6th and 7th, 2011, November 8th, 2011, and June 7, 2012. In addition, we have two days per month from October to May for after-school PD.

Current instructional materials and curriculum guides were adapted from our ELA guides by our ESL department and significantly benefit both students and teachers. These guides address ESL literacy by incorporating activities which will develop all four modalities (listening, speaking, reading, and writing) and offer teachers specific information to help identify, work with, teach and select materials for ESL literacy students across every unit of study. The curriculum guides provide ways that these materials can be used for instruction with individuals and groups. The planning for these guides began in March, continued throughout the summer, and are being implemented during the 2011-2012 school year. Modifications will continue to be made throughout the year.

Making use of the various formal and informal assessment data teachers use to diagnose and monitor the learning of our students, our research indicates that the primary deficiency among our ELL population is lack of vocabulary and academic language. Lack of vocabulary significantly affects ELLs, as they are not able to grasp the academic language needed to succeed in these content areas. In order to close the achievement gap and transform our findings into implementation steps, one focus of our professional development for

D. Professional Development and Support for School Staff

ELL personnel is to find ways of improving the English language skills of ELLs and making recommendations for changes in any aspect of their schooling.

Through this modification of curriculum and use of data to address learning needs, teachers are better able to assist ELLs as they transition from one school level to another. In addition, teachers share conference notes and student work with one another and discuss common challenges and strategies of support for working with ELLs.

Our ESL and ELA teachers work to embed strategies for vocabulary development into their curriculum guides. They also use data to identify language problems and determine possible strategies for teaching and learning. This information is shared with content-area teachers during weekly Teacher-Team meetings. Our goal is to find methods of making the content areas accessible to students who are struggling in English. This will reinforce the language skills that students receive in their English classes and provide them with the tools they need to succeed.

IS 52 follows the mandate of providing school-wide professional development workshops per academic year. This is instrumental because it helps the faculty understand the importance of working together, especially to provide maximum instruction and heighten the sensitivity for our large ELL population. Topics include scaffolding ESL methodologies into instruction, preparing for standardized exams and creating a print-rich, literate learning environment for the ELLs.

Records of these meetings are in the form of minutes. Our school has a mandated template that captures teachers' discussions, professional development, and work in these teams. These minutes are submitted to the principal and assistant principal within 24-48 hours of the meeting. Feedback is provided to team leaders in writing or one-on-one meeting.

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?

I.S. 52 recognizes the crucial role of parental involvement in the students' academic performance. In order to build a strong and productive partnership between school and home, a full-time Parent Coordinator facilitates two-way communication with parents and coordinates activities among the staff, School Leadership Team, and Parents' Association. The Parent Coordinator is also involved in the initial orientation sessions, as well as focus groups and training workshops for parents. Our Parent Coordinator speaks Spanish, as do most our parents, and is available during school hours. We also invite the parents of our ELLs to our monthly parent meetings. These are held during a morning session over breakfast in the school, and also within the evening, in order to accommodate our parents' various schedules.

Throughout the school year, the ESL Department will be invited to attend meetings to explain the NYSESLAT exam and will provide ways to help parents help their children at home. The guidance department with the assistant principal in charge of the ELLs, will conduct workshops to inform parents about promotional and graduation requirements, and to help parents enable their children to meet these requirements. The special education department will conduct parent workshops to explain the IEP, and "town meetings" to discuss ways in which parents can help their children succeed academically, improve their attendance, and maintain a healthy parent-child relationships.

Further, our school partners with several Community Based Organizations, including RAPP and the Leadership Program, to name just two. These programs are provided during both school and after-school hours, and both have bilingual leaders. RAPP builds students abilities to communicate effectively and promotes healthy relationships of all kinds. The Leadership Program is a drama program for our female students that allows them the opportunity to express themselves in a variety of formats, and write, direct, design or act in a play. Parents are invited to participate in and communicate with the leaders of this program.

Our parents' needs are heard and addressed through the monthly meetings with our Parent Coordinator. In addition, we also analyze the data from the annual Learning Environment Survey that we ask parents to complete. This gives us information on parents' opinion of our

E. Parental Involvement

academic and social programs, the progress of our school, and expertise of our teachers.

Parents may take an active role in our school by volunteering within the school. Further, our school holds workshops for parents based on their feedback, as well. For example, we are currently offering free computer classes to our parents several times per week. In the past, we have also offered ESL courses to parents.

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)							18	14	23					55
Intermediate(I)							18	28	27					73
Advanced (A)							26	27	24					77
Total	0	0	0	0	0	0	62	69	74	0	0	0	0	205

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							14	8	6				
	I							5	14	23				
	A							32	43	27				
	P							11	16	30				
READING/ WRITING	B							18	14	29				
	I							18	26	33				
	A							21	29	24				
	P							5	12	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	20	2	0	46
7	49	22	3	0	74
8	56	25	0	0	81
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									0
5									0
6	27	11	21	12	10	3	0	0	84
7	12	2	30	18	14	6	1	0	83
8	21	16	30	11	6	0	0	0	84
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	12	12	28	17	9	0	0	0	78
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	30	28	15	23				
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.

I.S. 52 consistently uses a combination of formative and summative data to assess the knowledge and skills of our ELLs, along with evaluating the success of our programs for ELLs. Teachers use information from the NYSESLAT exam, NYS exams, Acuity tests, along with data gained from rubrics, conferencing, and in-class work. This allows teachers the opportunity to better understand how their students are performing across the four modalities and provide instruction to support learning along each student's needs. The data allows us to identify student strengths and needs, so that we may address areas of deficiency. Further, this information informs our school's instructional plan, as it relates to our revision of curriculum maps (i.e. length of each unit, standards addressed, final tasks assessed, portfolio pieces, and titles of texts) as well as informing class size, class groupings, and professional development needed for teachers.

After examining the results of the most recent NYSESLAT, we discovered that 55 of our students (across grades 6 - 8) are performing, overall, at a Beginner Level, 73 are at an Intermediate Level, and 77 are at an Advanced Level. Of these students, 28 are performing at a Beginner level in Listening & Speaking, while 61 are performing at a Beginner level in Reading & Writing. Additionally, 42 are performing at an Intermediate level in Listening and Speaking, while 77 are performing at an Intermediate level in Reading and Writing. Finally, 102 are performing at an Advanced level in Listening & Speaking and 74 are performing at an Advanced level in Reading and Writing.

Using this data, we concluded that we should place more emphasis on developing the Reading & Writing modalities of our students, along with providing professional development for our staff in the Reading /Writing development of ELLs. To this end, students will be provided with 4-8 periods of ESL instruction per week, depending on their NYSESLAT scores. Beginner and intermediate level students will receive 8 periods per week and advanced level students will receive 4 periods per week. Reading skills will be reinforced through guided reading opportunities with individualized attention paid to comprehension strategies. Particular attention will be devoted to making connections, questioning, visualizing, inferring, and determining importance. They will also be provided with word study activities to

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

support reading fluency skills and vocabulary development. In general education literacy classes, students will receive support which includes modifications to tests and handouts, scaffolding of lesson materials, as well as extra instruction and assistance within the classroom setting. Also, writing skills will be reinforced through guided writing opportunities which will move the student along the writing continuum to conventional writing. Particular attention will be devoted to the six traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions). They will also be provided with opportunities to write for various purposes and audiences, increase their ability to write words and use punctuation, and publish their work in different genres and formats. In general education classes, students will receive support which includes modifications to tests and handouts, scaffolding of lesson materials, as well as extra instruction and assistance within the classroom setting. The staff members involved in the instructional decision-making process include the principal, Dr. Fernandez, the Testing Coordinator, Ms. Nohemy Lucero, the Special Education Coordinator, Ms. Elisa Deegan, the ESL coordinator, Ms. Suzanne Sheerin, and lead teachers from the ELA department, Ms. Bernadette Caro, Ms. Elana Waldman, Mrs. Premila Ashok, and Ms. Jamie Sackie. Staff members involved in analyzing student results and patterns across proficiencies and grades include the principal, Dr. Fernandez, the Testing Coordinator/Data Specialist, Ms. Nohemy Lucero, and the Math Coach/Data Specialist, Mr. Jose Vilson.

In addition, the school leadership and teachers use the data from ELL Periodic Assessments to determine if we are on track to meeting our school-wide goals by using these assessments as benchmarks, as well as using the results as one area along which to evaluate the success of our current programs. In addition, teachers work with school leaders during Teacher-Team meetings to break down results from student assessments to identify strengths and weaknesses, along with looking at student work. Teachers work together to determine the best strategies that will help their students. Further, school leadership and teachers use this information to identify areas of development for staff members.

During staff development, teachers will be provided with various techniques and ESL methodologies. There will also be discussions on scaffolding techniques in order to provide opportunities to challenge and engage all students. The use of different materials will be available, as well as support to better tailor and deliver instruction to the ELL population. ESL teachers will use ESL methodologies such as Total Physical Response (TPR), visual aids and word walls with pictures to assist students in the learning of new vocabulary words. Our teachers will also learn to use appropriate and effective instruction to help ELLs build comprehension, fluency, understanding and vocabulary such as oral language through meaningful conversation and context, targeted skills through contextualized and explicit instruction, vocabulary building through authentic and meaningful experiences with words and the use of meaning-making strategies.

The success of our programs for ELLs is evaluated through student assessments, such as the NYSESLAT, NYS exams, and classroom assessments, along with student report cards, teacher observations, and the Learning Environment Survey. This collection of information will be maintained to identify any program deficiencies and to implement modifications based on results of the information. Further, the ESL coordinator will elicit data from the ESL, ELA, and NLA teachers to monitor the program's effectiveness and the progress ELLs are making as a result of our programs.

Additional Information

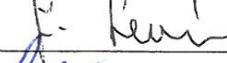
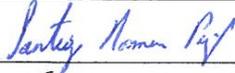
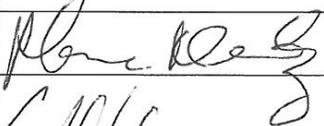
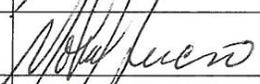
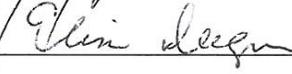
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: I.S. 52

School DBN: 06M052

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Salvador A. Fernandez	Principal		11/4/11
Lupe Leon	Assistant Principal		11/4/11
Licette Vasquez	Parent Coordinator		11/4/11
Suzanne Sheerin	ESL Teacher		11/4/11
	Parent		
Mr. S. Namun	Teacher/Subject Area		11/4/11
Ms. E. Waldman	Teacher/Subject Area		11/4/11
	Coach		
	Coach		
Ms. M. Mendez	Guidance Counselor		11/4/11
	Network Leader		
Ms. N. Lucero	Other <u>Data Specialist</u>		11/4/11
Ms. E. Deegan	Other <u>Special Education</u>		11/4/11
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M052 **School Name:** Inwood

Cluster: 1 **Network:** 601

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

Part A: Needs Assessment Findings

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

General school-based information is typically laid out before the school-year begins in an agreed upon school calendar of events and important information. Key school personnel prepares, in advance, all written information needed to be translated and disseminated to parents in both English and Spanish which addresses the preferred language of communication of our parents. According to the ATS Home Language Report- RHLA, our students' home language is the following: English 17.10%, Arabic 0.46%, Bengali 0.46%, Haitian Creole 0.15%, and Spanish 81.6%. Our parents' selection of preferred language of communication is: 17% English, 0.46% Bengali, 0.31% Arabic, and 81 % Spanish. For those few parents who speak Bengali and Arabic, we use a translator. Therefore, all other required DOE information to parents is provided in both English and Spanish.

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.

Some of the major findings of our school's written translation and oral interpretation needs are: A majority of our parent population requires that information is available to them in the Spanish language. Also, we found that parent training is necessary in many areas including Title I ESL programs, computer training, GED classes, health and nutritional programs, workshops that include NYS and NYC testing information, high school admission process, as well as assistance in understanding how to read students' transcripts and completing surveys.

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.

The school sends all pertinent information in Spanish and English. ATS provides school information on student languages spoken at home. Our school currently has a large Spanish population. The parents receive communication via email, letters, phone calls and a monthly calendar prior to any up coming events. The PhoneMaster or similar voice mail system provides in-house translated services daily as necessary due to attendance purposes. Since numerous staff members speak, read, and write Spanish, outside contractors are not necessary. For non-Spanish or English speaking parents, DOE has provided written translations in other languages. When necessary, the school will request support from the DOE's Translation and Interpretation office to help with written and oral translations.

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

The oral presentation services are provided to parents by our school's Parent and In-take coordinators, counselors, and members of our school staff. In addition, many of our administrators and teachers speak a variety of languages, including Spanish, French, Russian, Bangladesh, and are utilized when needed. When necessary, the school will request support from the DOE's Translation and Interpretation office to help with written and oral translations.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The DOE's Translation and Interpretation office provides written translations of documents our school submits into many of the foreign languages specified. Physical translators (in-person), can be provided by the DOE or private contractors to our school when requested in a timely manner for assistance with meetings, assemblies, workshops, etc, for the parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 052	DBN: 06M052
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: Inwood Intermediate High School (IS 52) is one of the largest middle schools in New York City with approximately 580 students enrolled from grades 6 through 8. The student population comprises 93.45% Hispanic, 5.69% Black, and 0.51% White, and other groups of students. The student body includes 194- 33.94% English language learners, which is a far higher proportion of students than is usual in similar schools. The district's Dominican population is one of the largest in the City and nearly all students speak Spanish at home.

Language Instruction Program - As per the New York City Educational Policy, English Language Learners (ELLs) will participate in either Transitional Bilingual Education (TBE) or freestanding ESL. The purpose of this policy is so that all students will be given the support needed so that they may meet the highest standards. These programs offer students rigorous instruction in ESL and through content areas. Our TBE program will follow the guidelines of the New York City Policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency or when they are at intermediate level, instruction will then be changed to 50% English / 50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of ESL instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of ESL instruction (8 periods of 45 minutes each) for children at a beginner/intermediate Level of English.

Our Transitional Bilingual Education (TBE) follows the guidelines of the New York City policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency to an advanced level, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of English instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of English instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate Level of English.

33.94% of the school's population are designated as English Language Learners (ELLs) and receive their instruction through the schools bilingual program, which consists of Transitional Bilingual and Free-Standing ESL classes. Newcomers will receive instruction in their native language with ESL, with emphasis on language acquisition and literacy skills. This program will also include a summer school component if funds are available. -Title III Enrichment:

-Of the 109 students that scored level 1 on the NYS ELA Exam, 86 were ELLs including SWD.

There are considerable challenges for English language learners in math. We may find that our ELLs use

Part B: Direct Instruction Supplemental Program Information

different processes to arrive at answers. Problem solving is not just language but a thought process. Students from other cultures may be more concerned with getting the correct response than with the process. They may not be able to justify their answers. Our current ELLs showed deficiencies in the NYS Math exam, scoring below grade level. Out of the 61 students who scored 1 on the NYS Math Exam, 41 students were ELLs including our SWD.

After analyzing the data from ELA and Math Exams, students in grades 6-8 will receive extra support in Math in their native language/English according to their proficiency and English as a Second Language-ESL. The Title III program was designed to create a situation where there is reason, opportunity and purpose for using language. Some of the activities include but are not limited to:

- Problem solving activities
- Measurement
- Interpretation of graphs and charts
- Algebraic Expressions
- Fractions
- Thematic Units for ESL
- Role playing situations

-All positions were posted according to the UFT contract.

-Approximately 60 students are expected to participate. The grade levels that will be attending are 6th, 7th, and 8th grade. We will measure increases in English Proficiency and core academic content knowledge of limited English proficient children with NYS ELA for entitled students, NYSESLAT, and NYS Math tests.

-English Language Proficiency level will be Beginners-B and Intermediate-I and Advanced-A according to NYSESLAT or LAB-R scores. The programs are designed to prepare ELL's for NYS assessments.

-Frequency of activities will total 2 hrs every Friday from 2:20 pm to 4:20 pm starting on November 2, 2012. There are 17 sessions planned for ESL and Math. The Friday classes will end approximately on April 26, 2013. Saturday classes will be a total of 4.5 hrs. from 8:00 to 12:30 pm starting on November 3, 2012 and end on April 27th. The Saturday classes will include 17 sessions of Math and ESL instruction.

Number of teachers participating: Five teachers will provide instruction to students and one teacher will serve as a coordinator for the program. SAM # 53 clearly states that Title III ESL teachers should be certified in bi-lingual or ESL. Every attempt was made and positions were posted to fill these positions according to regulations. The program supervisor is Ms. Nohemy Lucero.

-Program includes: Remedial Math and ESL. Also included will be coordination with academic intervention services in the areas of ESL and Math.

Part B: Direct Instruction Supplemental Program Information

-Due to the fact that regular metro cards do not function on Saturdays the school needs to provide students with transportation to arrive at school.

-The support staff that will be working with the program will have a number of duties. They will be responsible for the maintenance and updating of attendance logs. They will also be responsible for the granting of metro cards, and any appropriate record keeping as related to those students who require them based on where they reside. These support staff also have the responsibility to make phone calls to the families of students who are not attending, are absent, or are frequently late.

- The support staff was comprised of a family worker, the Parent Coordinator, and the Program Coordinator

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:

- Teachers will be trained on how to provide extra support in the area of Math remediation and ESL strategies to newly arrived students. The topics that will be included in the professional development include but are not limited to math and English instruction for ELLs. Recommendations for teaching reading to ELLs and the importance of building background knowledge.

Staff development dates November 2012, and February 2013- two meetings (1.5 hrs each)

-Number of participants: Total of 5 teachers (4 teachers and a supervisor)

-We will measure the impact of PD on students' achievements by administering pre-and post-tests.

The overall theme of our work was teaching literacy through the content areas. More specifically, our topics included:

- Assessing language themes;
- Using effective questioning techniques;
- Learning key vocabulary across the various content areas;
- Making connections in math & reading;
- Supporting the various learning needs of ELLs.

Our high-quality professional development activities are aligned to the instructional program being

Part C: Professional Development

delivered under the Title III program. Ms. Lucero, the Program Coordinator, will provide PD to Title III teachers in the area of data management: gathering, analyzing & interpreting data. Teachers learned to evaluate students through various formative assessments, to use the data gained to inform their instruction, and to monitor students throughout the duration of the Title III program.

Professional Development will also include a book study for ELL teachers. The book study will give opportunity for teachers to further their knowledge of current practices, and discussing and analyzing and applying new insights into the classroom practices. The participants will share this information with the entire staff in our continuing efforts to incorporate ESL into all the content areas. It is expected that this will have a positive impact on our ELL population which is almost 50% of our entire student body.

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: Parent involvement is an important component in a child's educational success. An invitation letter will be sent to parents informing them of the programs that will be conducted under Title III. Parents will also be invited to attend a workshop on January 18, 2013 (during school hours) where they will have the opportunity to voice their concerns, and to learn about the new standards. The workshop will include a discussion of student's progress and the importance of parental involvement. The targeted number of parents attending the workshop is 30. The language of service is Spanish. The elements of the curriculum will be explained so they can help their children at home and compliment the work these students do during school hours. This training will help parents to build capacity in order to increase their children's academic performance. There will also be a workshop on February 15, 2013 (during school hours) where the parents will be explained the NYS ELA, Math, Science, and NYSESLAT formats. Opportunities will be given to the parents to ask questions and voice their concerns.

These workshops will support ELL's achievement by increasing parent awareness of the academic expectations for their children and involvement in the development of their education. No extra funding is needed for this activity.

Part E: Budget

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

Allocation Amount: \$29180

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