Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: ***PS 128M, THE AUDUBON SCHOOL***

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ***06M128***

PRINCIPAL: ***ROSA ARGELIA ARREDONDO*** EMAIL: ***RARREDO@SCHOOLS.NYC.GOV***

SUPERINTENDENT: ***ELSA NUNEZ, I.A.***

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
Rosa Argelia Arredondo	*Principal or Designee	
Marie Andino	*UFT Chapter Leader or Designee	
Elisabeth Pesantez	*PA/PTA Co-President	
Maria Rengel	*PA/PTA Co-President	
N/A	DC 37 Representative, if applicable	
Lissette Ureña	Member/ Pre-K & Clusters	
Mildred Olivo	Member/ K & 1st	
Iris Antonetty	Member/ 2nd& 3rd	
Kingsley Chao	Member/ 4th& 5th	
Fatima Saab	Member/ SPED	
Yolanda Encarnacion	Member/ Paraprofessionals	
Iren Queller	Member/ Intervention &others	
Tanya Robinson	Parent	
Angelica Fernandez	Parent	
Delia Flores	Parent	
Kenia Amparo	Parent	
Elva Bautista	Parent	
Norma Reynoso	Parent	
Julia Yap	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

As a result of the work of the Instructional Leads, by June 2013, 20% of classroom teachers whose teaching proficiency falls at the basic level will show improvement in the Danielson's identified competencies 1E, 3B and 3D as measured by teacher professional goal-setting plans, the quality of lesson plans, improved instructional practices documented in written observation reports; and the overall improvement in student engagement and work products measured by rubrics that are developed and aligned to the CCLS.

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.

As per the Quality Review (1.2) we need to deepen teachers' knowledge of effective teaching strategies so that they provide engaging and differentiated lessons that lead to higher levels of student work, emphasizing the use of questioning at various levels to provide a point of entry and promote engagement of all students, including English language learners and students with disabilities.

Instructional strategies/activities

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

Activity #1
Professional Development :
On-site professional development will be given but not limited to the following topics:

- Unpacking Designing Coherent Instruction
- How to Integrate Bloom's Taxonomy in daily lessons
- Creating effective questions that engage students in rich discussion to promote deeper understanding of concepts and content.

Target Population: All Teachers
Responsible Staff Members: Supervisors, Instructional Coaches, Instructional Leads
Implementation Timeline: September 2012 through May 2013

Activity #2
On-site peer mentoring activities will include:

- Use of professional goal setting attached to student achievement to reflect on current teaching practices
- Instructional leads will provide lesson planning support that includes engaging learning activities, appropriate use of instructional materials and resources, intentionally organized groups and clear and sequenced structure.
- Inter-visitations to view effective and highly effective practices around Danielson's competencies1E, 3B and 3D
- Common Grade planning will be scheduled twice a month to facilitate systematic use of best practices

Target Population: All Teachers
Responsible Staff Members: Supervisors, Instructional Coaches, Instructional Leads
Implementation Timeline: September 2012 through May 2013

Activity #3
Off Site Professional Development

- Instructional Leads will attend monthly off-site Professional Development (PD) given by the CFN to continue to develop their expertise and showcase strategies as part of their own practice
- Instructional Leads will participate in bi-monthly study groups to explore and improve their own skills around questioning and discussion strategies
- Instructional Leads will open their instructional settings as lab-sites highlighting strategies for higher level questions and discussion techniques
- Instructional Leads will meet monthly to plan and modify PD support plans that foster questioning and discussion strategies
- ELL Teachers will participate in an ELL NYU Cohort focused on the Danielson Framework

Target Population: Instructional Leads/Teams
Responsible Staff Members: Instructional Leads and Instructional Coaches
Implementation Timeline: Varies

Activity #4
Monitoring Structure:

- Frequent 15-minute classroom observations to gather low inference data that provide information about improved teacher practice or areas in need of improvement.
- Interclass and intra-school visits will be scheduled to facilitate sharing of best practices
- Allocations for per session will be used to facilitate study group participation or peer planning
- Sharing and discussing Well-developed differentiated lesson plans during teacher team meetings
- Supervisors will review lesson plans at least three times during the school year and provide each teacher with a minimum of 3 feedback on their instruction

Target Population: Instructional Leads/Teams
Responsible Staff Members: Instructional Leads and Instructional Coaches
Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parent workshops will include activities to support literacy questioning and comprehension skills at home

- Grade expectations and grade level curriculum
- Suggested home activities to support comprehension development
- Understanding the NYS ELA exam and test taking strategies

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.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X 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).

Conceptual Consolidation: Funds, such as Title 1, and FS, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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

As a result of frequent cycles of observations, by June 2013, 75% of teachers will show an improvement in the use of questioning and discussion techniques as evidenced by focused student engagement or classroom observations.

Comprehensive needs assessment

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

In our most recent Quality Review and after reviewing formal and informal observations, as well as learning walks and instructional snapshots, we noted a need to establish a common language and to strengthen our existing structures for providing teachers with frequent feedback, related to research-based framework in order to improve teacher practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

Activity #1
Professional Development :
On-site professional development will be provided but not limited to:

- Develop a common language and understanding of 3B of *Danielson's Framework for Teaching* by viewing virtual classrooms to magnify "Proficient" and "Distinguished" teaching practices in order to self-reflection their teaching practices
- Working collaboratively with CFN 209, school supervisors and instructional coaches will develop tools aligned to Framework to facilitate immediate/frequent feedback as well as continuous teacher development
- Developing text dependent Questions to support instruction

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #2
Teacher team activities that continuously fosters a culture of learning to include but not limited to:

- Coaches will provide PD, lesson planning support and model lesson on planning for questioning and student discussions
- Engage in a study of competency 3B and create a PS 128 ***Look Fors*** document that outlines clear expectations and teaching approaches
- Create a rubric or checklist that are aligned to specific teacher moves as evidenced from the Danielson Framework
- Coach support will include peer coaching to assist teachers in their implementation of 3B by modeling or arranging for inter-visitations within the school to view effective and highly effective practices
- Create text dependent questions for mentor texts that support the school's units of study

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches and Teacher Teams
Implementation Timeline: September 2012 through May 2013

Activity #3
Off Site Professional Development

- Instructional Leads and coaches will attend monthly professional development provided by CFN 209 around 3B Questioning and Discussion Techniques
- Instructional Leads and coaches will create a plan for implementation so that learnt strategies can be applied to teaching and curriculum

Target Population: Instructional Leads, Instructional Coaches
Responsible Staff Members: Instructional Leads and Instructional Coaches
Implementation Timeline: Varies

Activity #4
Monitoring Structure

- A Timeline for cycles of observations (formal and informal), Learning Walks and Instructional Snapshots will be established that will allow immediate feedback from all three supervisors about teachers use of questioning and discussion techniques throughout the school year
- As part of the Teacher Individual Development Plan (TIDP), supervisors will triangulate teachers based on their performance and progress, in order address common needs and foster peer coaching
- Supervisors will revisit the TIDP plan twice quarterly set future goals for PD sessions, and develop action plans to improve teachers' effectiveness on an individual basis

Target Population: Instructional Leads/Teams
Responsible Staff Members: Instructional Leads and Instructional Coaches
Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parental Weekly Workshops will include the importance of questions and discussions
- The Principal will meet biweekly with the Parent Associations' (PA) Executive Board
- The Parent Coordinator will meet weekly with the PA's Executive Board and with Parent Volunteers

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.

_X_____ Tax Levy _X_____ Title I _____ Title IIA _____ Title III _____ Grants _X_____ 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).

Conceptual Consolidation: Funds, i.e., Title 1, &FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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, with the alignment of the CCLS in math, there will be at least a 2% increase in the number of students from Grades 3-5 performing at or above Level 3 in mathematics as measured by the NYS Mathematics Exam and other ongoing summative assessments.

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.

A review of the 2012 summative Common Core aligned performance tasks and the Acuity Math Baseline Assessment, indicated a need to modify our Math instructional plan to address critical thinking and problem solving in order for students to be able to justify mathematical solutions through viable arguments.

Instructional strategies/activities

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

Activity #1: Teacher team activities that continuously fosters a culture of learning to include but not limited to:

- Curriculum Maps will be revised in order to align them to CCLS
- Planning lessons that emphasize problem solving, abstract reasoning and constructing viable arguments
- Implementing a third CCLS aligned performance tasks for the school year in order to build rigor
- Create and use rubrics to provide specific feedback to students regarding their work
- Evaluate students' performance tasks, in order to continue differentiating instructions based on students' needs
- Instructional moves will be revised based on the analysis of the students' performance tasks

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #2: Professional Development

- The Math Coach will provide ongoing training of strategies for constructing viable arguments and critiquing math work
- The Math Coach will provide ongoing support on analyzing math data to plan instruction
- Ongoing training in the use of supplemental math programs as a resource to differentiate activities for all students, especially the ELL and SWD students

Target Population: All Teachers

Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #3: Off-site Professional Development
- The Math Coach and Instructional Leads will attend monthly professional development provided by CFN 209 around 3B Questioning and Discussion Techniques
- Instructional Leads and coaches will create a plan for implementation so that learnt strategies can be applied to teaching and curriculum

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #4:Monitoring Structure
- "Math Challenges" will consist of quick minute assessments based on number sense and operations
- Supervisory observations will include at least one math lesson per teacher
- Ongoing assessments will be analyzed and shared as part of ongoing data talks
- An extra weekly math period will allow for more hands-on activities and performance-based tasks
- Students' reflective math journal entries will be reviewed during teacher team sessions
- Collection of student work samples will be anchored around constructing and critiquing viable arguments

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parental Weekly Workshops, such as integrating math in daily life activities, such as cooking and shopping; quick math games that enhance math fluency, i.e., multiplication bingo, dominoes; understanding the NYS Math Test and supporting strategies; Using the ARIS Link; accessing the EnVision technology program at home
- The Principal will meet biweekly with the Parent Associations' (PA) Executive Board
- The Parent Coordinator will meet weekly with the PA's Executive Board and with Parent Volunteers
- Information on the Program "Dial a Teacher": for support with student's homework

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.

__X_____ Tax Levy __X_____ Title I _____ Title IIA _____ Title III _____ Grants __X_____ 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).

Conceptual Consolidation: Funds, such as Title 1, and FS, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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, there will be a set structure in place to ensure that 100% of all Students with Disabilities (SWD) will be in their least restrictive environment (LRE) mandated by the Special Education (SPED) Reform and as measured by the availability of flexible instructional groupings.

Comprehensive needs assessment

In reviewing the requirements outlined in the SPED Reform and the need for flexible programs, we noted that most IEPs did not reflect the LRE.

Instructional strategies/activities

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

Activity #1: School Implementation Team (SIT)

- Facilitate and ensure compliance with the SPED Reform

- Staff will be assigned to programs based on students' needs
- An Response To Intervention Plan (RTI) will be designed to screen and provide tiered instruction and intervention for students

Target Population: All Teachers
Responsible Staff Members: Supervisors, Instructional Coaches, SIT Team
Implementation Timeline: September 2012 through May 2013

Activity #2:Professional Development:
- PD will be provided to all staff members regarding SPED Reform
- PD for General Education teachers will highlight best practices regarding the learning and social needs of SWDs
- UDL training will be scheduled for all pedagogical staff
- Parent workshop sessions will be provided about the SPED Reform
- Supervisors will provide all staff members with an updated SESIS training
- DOK and UDL PD will be provided for all pedagogical staff

Target Population: All Teachers
Responsible Staff Members: Supervisors, Instructional Coaches, SIT Team
Implementation Timeline: September 2012 through May 2013

Activity #3:Off-Site Professional Development
- SPED staff will attend off-site PD sessions to continue to explore best practices
- Instructional Leads will create a plan for implementation so that learnt strategies can be applied to teaching and curriculum
- SPED supervisor will ensure SPED compliance

Target Population: All Teachers
Responsible Staff Members: Supervisors, Instructional Coaches, SIT Team
Implementation Timeline: September 2012 through May 2013

Activity #4:Monotoring Structures
- Flexible programs will be customized to facilitate instruction in the LRE as indicated on the students' IEPs
- Parallel scheduling between general education, support staff and SPED teachers, will be implemented to facilitate flexible programming
- A SPED Instructional Plan that includes roles and responsibilities, and process and procedures pertaining to all SPED matters will be established
- Progress monitoring will be used to ensure that students' needs are being met
- Create an IEP at a Glance for substitute teachers that highlight students' individual medical, social and academic needs, in addition to having access to IEPs via the IEP point person.
- Supervisors will ensure that all pedagogical staff has access to their DOE email accounts by providing on-site assistance
- SPED focused learning walks will be conducted to address compliance, and awareness of students' goals and progress

Target Population: All Teachers
Responsible Staff Members: Supervisors, Instructional Coaches, SIT Team
Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parental Weekly Workshops, such as understanding the SPED Reform; Reading and understanding IEPs; supporting SWD's with literacy and math at home; integrating Grade expectations and grade level curriculum; Parents' Rights in the IEP process, etc.
- The Principal will meet biweekly with the Parent Associations' (PA) Executive Board
- The Parent Coordinator will meet weekly with the PA's Executive Board and with Parent Volunteers
- Information on the Program "Dial a Teacher": for support with student's homework using the ARIS Parent Link

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.

_X_____ Tax Levy _X_____ Title I _____ Title IIA _____ Title III _____ Grants _X_____ 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).

Conceptual Consolidation: Funds, such as Title 1, and FS, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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

- By June 2013, at least 15% of students in the lowest third will demonstrate an improvement in their ability to use textual evidence in writing and or responding to informational text as measured by students improved performance on the Common Core Aligned Performance-Based Tasks.

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.

An analysis of the June 2012 summative Performance Task indicated that a large percentage of students were unable to use informational textual evidence in their expository and/or informational writing. Students struggled with citing, paraphrasing, and comprehending the main idea. Further analysis showed that students were unable to understand complex informational text which impacted their ability to abstract and construct textual information within their writing.

Instructional strategies/activities

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

Activity #1: Teacher team activities that continuously fosters a culture of learning to include but not limited to:

- Modifying the ELA Instructional plan to include more informational reading and writing in all content areas
- Create and implement an additional Common Core aligned performance task
- Explore the correlation between informational text reading and writing, as well as opinion writing in response to the text
- Continuous evaluation and revision of curriculum units and maps to infuse more informational literature
- On-going creation of curriculum units of study
- Ongoing revision of rigorous summative performance tasks

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #2: Professional Development

- PD around the use of informational text and writing will be provided for all pedagogical staff
- The Core Inquiry Team will focus on developing and sharing strategies to improve rigor in writing
- The ELA Coach and Instructional Leads will facilitate and model the use of best practices for comprehension

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #3: Off-Site Professional Development

- The ELA Coach and an Instructional Lead will attend monthly off-site PDs and share learned strategies with pedagogical staff
- Instructional Leads and coaches will create a plan for implementation so that learnt strategies can be applied to teaching and curriculum

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Activity #4: Monitoring Structures

- Writing celebrations will emphasize rigor and build stamina in the craft of different writing genres
- Writing samples will be analyzed based on rubrics for rigor and alignment to the CCLS and the CIE
- Periodic writing assessments will be implemented and analyzed at least three times during the school year
- Teachers will submit students' F & P reading levels and articulate next steps, at least 3 times per year
- Students will utilize rubrics as a guide to ensure all elements of the writing task are addressed and that responses are text-referenced
- Through the inquiry process and by process monitoring, teachers will analyze data and students' progress to plan differentiated instruction, modify strategies and determine best teaching practices

Target Population: All Teachers
Responsible Staff Members: Instructional Coaches, Instructional Leads, Grade Leaders
Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

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

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parental Weekly Workshops, such as integrating Grade expectations and grade level curriculum: suggested home activities to support comprehension of informational text and informational writing; understanding the NYS ELA exam and test taking strategies; understanding expectation of the Common Core Learning Standards; reading daily at home
- The Principal will meet biweekly with the Parent Associations' (PA) Executive Board
- The Parent Coordinator will meet weekly with the PA's Executive Board and with Parent Volunteers

- Information on the Program "Dial a Teacher": for support with student's homework
- Using the ARIS Parent Link

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.

__X__ Tax Levy __X__ Title I _____ Title IIA _____ Title III _____ Grants __X__ 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).

Conceptual Consolidation: Funds, such as Title 1, and FS, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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	▪ Intervention includes a variety of resources for supplemental instruction; including, but not limited to: *Words Their Way; Rewards; Wilson; Voyager Passport, Literacy Games, Pasaporte, Explore the Code, Estrellita*, and the *F&P Leveled Literacy Intervention* (LLI) resources	▪ Reading specialists provide diagnostic prescriptive instruction for targeted students in small groups of 4 to 6 students during reading intervention as well as during " RIE" reading support ▪ Students who are in the English Language Learners (ELL) cohort, participate in the ELL, after school, small group instructional program ▪ The Extended Time Tutoring (ETT) program will include small group ELA instruction to support the target population. ▪ Reading Rescue one- to- one tutoring is provided by paraprofessionals for first grade students in the targeted population	▪ Reading intervention takes place 3-5 times a week for 30 minutes ▪ Grades 2-5 grade receive intervention support as part of the "RIE" period 5 days a week for 45 minutes ▪ ELLs, Grs 2-5 receive supplemental instruction via the ELL program, twice a week for 2 hours. ▪ The ETT Program provides additional ELA instruction for students in grades 2–5, once a week for 75 minutes ▪ Paraprofessionals use Reading Rescue as part of the ETT program for 1st graders for 75 minutes, 2 times per week
Mathematics	▪ Supplemental resources are used for intervention, such as Math Steps, Envisions, Kaplan, CLO,	▪ The Extended Time Tutoring (ETT) program will include small group math instruction to support the target population. ▪ All classes use math games to reinforce deficient skills ▪ The MST cluster teacher provides whole class support of mathematical concepts via technology	▪ The ETT Program provides additional math instruction for students in grades 2–5, once a week for 75 minutes ▪ Math games are used to reinforce deficient skills once a week for 50 minutes ▪ The MST cluster teacher provides math concepts through technology, once a week, to all

			4th and 5th grade classes
Science	▪ Compass Learning Odyssey (CLO) and Imagine Learning English, are used to support science instruction ▪ Extended activities are integrated into the daily instructional plan ▪ Classroom library books are used to support curriculum themes and units ▪ Science Textbooks are used to support standard based instruction	▪ The CLO program and the Imagine Learning program are computer based programs that are use by the whole class; these programs create individual learning paths to provide science intervention when needed	▪ School policy includes a weekly science block of 100 minutes to secure hands-on science experiments ▪ Students are provided with opportunities for real life science exploration through trips that take place throughout the school year
Social Studies	▪ Classroom libraries will support curriculum themes and units and standard based instruction ▪ CLO and Imagine Learning English, are used to support social studies instruction	▪ The CLO program and the Imagine Learning program are computer based programs that are use by the whole class; these programs create individual learning paths to provide social studies intervention for every student. ▪ The Writing cluster teacher provides whole class support for social studies through the use of technology	▪ UBD planning will be used to review and modify instruction on an ongoing basis ▪ Students are provided cultural trips to museums through out the school year that will enhance the social studies curriculum ▪ The Writing cluster teacher provides social studies concepts through technology, once a week, to all kindergarten to second grade classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	▪ Screening and articulation	▪ Individual and group counseling	▪ Referrals made via consultation with the Child Study Team (CST), which meets bi-weekly

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.

PS 128 uses various strategies and activities to recruit, retain and assign highly qualified teachers. We also have extensive structures in place to provide High Quality professional development that ensures staff is highly qualified. PS 128 prides itself in having a low turnover rate.

When fulfilling vacancies, we use the Teacher Finder and Open Market. The principal also reaches out to other principals, human resources and the school's CFN for recommendations. Interviews for potential teachers are conducted by the principal and at least one assistant principal. Candidates are asked to bring their portfolio, letters of recommendation, sample lesson plans as well as copies of all licenses and degrees. Finally, candidates can be expected to model a lesson and/or a part of a lesson.

An extensive and diversified professional development system supports teachers once they are hired. In addition to the mandated one year of official mentoring, new teachers are immediately attached to a buddy for additional support and unofficial mentoring. The following system is utilized for all staff members regardless of the years they have been teaching:

- Differentiated professional development system that is set based on school goals, NYSED and DOE expectations, as well as a staff needs assessment.
- The school wide PD plan is used as a living document, with constant modifications throughout the school year, based on supervisory observations, coaches' viewing of instruction and teacher's input and progress.
- A Teacher Individual Development Plan (TIDP), triangulates teachers based on their performance and progress, in order address common needs and foster peer coaching
- Supervisors use the TIDP as a tool to set future goals for PD sessions, and develop action plans to improve teachers' effectiveness on an individual basis
- As part of the TIDP, teachers in need of improvement will have customized development plans with goals and specific next steps
- Coaches will be assigned to support teachers based on the customized TIDPs
- The TIDP will continue to be re-evaluated and aligned to the Framework after each evaluation period
- All staff members are engage in studying the Danielson's Framework to foster a common language and observation lens in order to develop teaching practices
- CFN 209 specialist work collaboratively with school supervisors and coaches in developing tools aligned to the Framework to facilitate immediate and frequent feedback as well as a tool for continuous teacher development
- Pedagogical staff members will continue to engage in PD that exemplifies effective planning and delivery of instruction
- Instructional Coaches and Instructional Leads attend off-site PDs and share learned strategies with pedagogical staff
- Instructional Leads and Grade Lead teachers present model lessons, turnkey trainings and assist in highlighting high quality strategies
- A structure allows all teachers to meet weekly in respective Teacher teams in order to engage in the inquiry process around developing Common Core aligned performance tasks

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Attachment to CEP

PS 128M has a Parental Involvement Policy which stipulates that the school and the community must work collaboratively in an effort to improve student achievement. Hence, we have weekly parent workshops that provide parents with training on varied topics ranging from academic requirements, needs and assessments, to parenting skills related to child development, and health screenings. Parents participate in the School Leadership Team, as well as the volunteer program on a daily basis at the school. The Principal also meets regularly with the Parent Executive Board to share information and discuss concerns and recommendations. We believe that a well-informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

School Parental Involvement Policy:

I. General Expectations

PS 128M agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

PS 128M will put into operation programs, activities, and procedures that are aligned to the Elementary & Secondary Act (ESEA). All programs and activities will be planned and implemented in consultation with parents. Parents of all students eligible for Title I services will be invited to participate in the Title I committee. The committee will convene three times a year to plan, evaluate and design programs and activities in consultation with the Principal.

The Parent Involvement Policy will be distributed in school in September of every year. It will be incorporated in the CEP plan as well as in the school's Parent Handbook. The school will take the necessary actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The Parent Title I Committee will address the School Leadership Team in order to inform and provide for further analysis and consultation school wide. Parent Orientation Conferences in the initial part of the school year as well as midyear will inform parents of academic goals, curriculum initiative, grade expectations, as well as state and city promotional criteria. Parents will have an opportunity to have input on student achievement goals. In accordance Title I Part A parents will receive 1% of Title I funds to enhance parental involvement initiatives. The Parental Title I funds will be used for parent courses, and resources that support all parental involvement activities.

The PS 128M Parental Community model will provide continuous and comprehensive two-way communication with parents in the following matter:

- The school administration will meet with the Parents' Association Executive Board to request their continued representations on the School Leadership Team. Parent will be trained as SLT members.
- The Parents' Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.
- Simultaneous translations will be available for Non-English speaking parents.
- School volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- Monthly Parent Executive Board meetings with Principal.
- A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures. This will be made available in other languages, as needed.
- Parent Orientation of School Title I Services.
- Through Community Based Organizations (CBO) linkages such as PAL, Fresh Youth Initiatives, New York Presbyterian, the Development of
  Dominican Women's Associations, Community Center Mirabal Sister, etc., activities for parents geared to the development of parenting skills and adult training are organized for the year.
- We also have a Parent Coordinator, who assists parents with translations; registrations and concerns; provides simultaneous translations during SLT meetings; translates school wide letters sent to parents, as well as, assists parents in finding outside agencies that will help them with any educational concerns they may have for their child, such as, outside tutoring, after school programs, extracurricular activities etc.

In order to maximize parental involvement, flexible time schedules are considered for all committee meetings involving parent consultation.

PS 128M will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. PS 128M will coordinate and integrate Title I parental involvement strategies with parental

involvement strategies under the following other programs: Project Support, and ELL Title III funding. Through surveys, questions, anecdotes, testimonials and attendance all parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy, staff is required to have on-going communication with parents via progress reports, letters, telephone conversations, as well as meetings.

PS 128M will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator, as well as the parents' association and coaches for each grant/program will help to create, distribute, collect and review the evaluation. The information will then be shared with the administration, Leadership Team and Parent Executive Board, so that active discussions and important decision making can occur for each new school year.
PS 128M will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement. The school will provide materials and training to help parents work with their children to improve their children's academic achievement.
PS 128M will conduct weekly parent workshops addressing topics such as:

- School goals
- Curriculum
- Technology
- Enrichment programs
- State/city standard and Common Core
- Home/school community
- Parent services
- Parenting Skills
  - Discipline
  - Help/Assistance with homework
- Health concerns
- Safety
- Grade Promotion Criteria
- Academic goals

All parent services will be analyzed for their effectiveness in meeting parent and student needs.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PS 128M with support from the network, the district, the Department of Education, the community and Community Board Organizations provide several adult education classes in order to support our parents in the pursuit of their own educational needs. We offer Adult GED classes, Technology classes, ESL classes, Arts and Crafts classes, Culinary Art, Curriculum Night workshops, as well as health and physical well-being workshops. Parent leaders are trained to support workshops in order to enhance the involvement of other parents. In order to maximize parental involvement flexible time even after school hours, schedules are considered for all committee meetings involving parent consultation.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by the PS 128M, The Audubon School on 5/23/12 and will be in effect for the period of 2012-2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/12.

Part B: School-Parent Compact

The Audubon School, PS 128M, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-13.

Part I -Required School-Parent Compact Provisions

School Responsibilities: The Audubon School -PS 128M will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Using data-driven approach to improving student achievement using item analysis, portfolio assessments, informal observations, checklists, and other indicators to assess, identify and address student needs as well as target areas for instruction. Ongoing assessments include formal and informal tools.
  - Under the NCLB using research based literacy programs and supplemental resources
  - Standard based core curriculum for Science and Social Studies
  - Everyday Mathematics as the primary vehicle as stipulated by the NYC Department of Education
  - Supplemental programs, Envision, to support math instruction
  - ESL instruction in accordance with the New York State ESL Learning Standards which delineates required units of ESL/ELA Instruction based on student's proficiency
  - Writer's Workshop model (Accelerated Literacy Learning) & standard based writing units
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2012-March 2013
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January, March, June

- During open school week parents are encouraged to visit classroom during the instructional day to see their children in action.
- Parent teacher conferences will take place on, November 13, (afternoon and evening sessions) 2012 and March 12, 2013, (afternoon and evening sessions).
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Open-house; September-October "meet the teacher"
    - Parent-Teacher Conferences two times a year
    - Mid-year meeting: to update goals and objectives for the remaining of the school year.
    - Progress reports/meetings two times a year
    - Teachers available during preparation periods as well as before and after school
    - Via telephone and/or email communication
- Provide parents opportunities to volunteer in the school, to participate in their child's class activities, and to observe classroom activities, as follows:
    - Parent Coordinator conducts several sessions in the beginning of the school year to inform parents about year round volunteering opportunities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely manner.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch, as well as the types of programs.
- Actively participating in the child's class/education.
- Participating, as appropriate, in decisions relating to the child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District

wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions:

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning, i.e., pencils, books
- Listen to and follow directions
- Participate in class discussions and activities
- Follow the school's/class' rules of conduct
- Follow the school dress code
- Follow the school discipline code
- Do our homework every day and ask for help when needed
- Study for tests and assignments.
- Read at least 30 minutes every day outside of school time
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or the adult who is responsible for my welfare all notices and information received by us from our school every day.

SIGNATURES:

Rosa Argelia Arredondo, PS 128M Principal	**Date**
Elisabeth Pesantez, Parents' Association Co-President	**Date**
Maria Rengel, Parents' Association Co-President	**Date**

(Please note that signatures are not required)

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 Charles Amundsen	District 06	Borough Manhattan	School Number 128
School Name The Audubon School			

B. Language Allocation Policy Team Composition ⓘ

Principal Rosa Argelia Arredondo	Assistant Principal Cary Pantaleon, IA
Coach T. Lucas, Literacy	Coach S. Capella, Data
ESL Teacher N. Morossini and P. Vaccaro	Guidance Counselor L. Bitanga
Teacher/Subject Area I. Machuca, Bilingual	Parent
Teacher/Subject Area I. Antonetty, Bil. Special Ed.	Parent Coordinator A. Sanchez
Related Service Provider F. Saab	Other A. Betancourt, AIS
Network Leader Marlene Wilks	Other type here

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

D. School Demographics

Total number of students in school	654	Total Number of ELLs	236	ELLs as share of total student population (%)	36.09%

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.

Paste response to questions 1-6 here

In order to identify all "other than English" speaking students all parents of newly enrolled students complete a home language inventory survey at registration, which includes an oral interview in English and Spanish if applicable, conducted by an experienced licensed Bilingual teacher. Students who speak a language other than English are screened and assessed with the LAB-R within the first ten school days of attendance to determine their English language skills. The student whose "home language" is Spanish is also administered the Spanish Language Assessment Battery (LAB). If the student is determined to be an English Language Learner (ELL) we ask the parent to make a "Program Choice", after attending a parent orientation session where the parent views the Program Choice video "The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners" presented in their dominant language. In consultation with the school representative, the parent makes the final decision to place their child in a "Transitional Bilingual Education Program "class setting, a Dual language program or they may opt for the Free-Standing English as a Second Language program. If the parent opts for the Dual Language Program we refer him/her to a neighboring school that has a Dual Language Program. We encourage all families to make the choice that best meets their child's language proficiency needs. Parents are urged to complete and return the parent surveys and program selection forms immediately after attending the orientation sessions. Students are then place in accordance to the parent's choice within the first 10 days of student attendance.

In order to accurately identify all ELLs eligible to receive the New York State English as a Second Language Achievement Test (NYSESLAT), we generate the ATS report "RLER." All identified ELLs are evaluated annually, each Spring, using the NYSESLAT, administered under the Department of Education's standardized testing procedures. To ensure that all four components of the NYSESLAT are administered to all ELLs, we download the New York State Testing Memorandum, and the NYSESLAT assessment mannual. Also, we create an in-house Testing Memo highlighting students to be tested, instructions, time and procedures. Through a master list, we verify that eligible ELLs have completion of all four components of the test. Finaly, we cross reference all four components with students' documents prior to packaging. Upon receipt of the NYSESLAT and/or the LAB-R test scores, program entitlement letters are distributed to parents. Parents have the option to request conferences to discuss student's proficiency scores. The school administration, data specialist, ESL and classroom teachers review the students' scores within each strands; listening, speaking, reading and writing in order to identify areas of weaknesses. Students are placed in classed based on the overall score with a plan of action to support each component.

After carefully reviewing the 'Parent Survey" and "Program Selection" forms for the past few years, we have noticed that parents have been requesting the Transitional Bilingual Educational Program and the Free Standing English as a Second Language programs as their preferred program. One hundred percent of the parents of the "newly arrived" to this country student prefer the Transitional Bilingual Educational Program. We will continue to align our school program options to our parent choices.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	34	31	23	36	29	29								182
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	20	6	5	9	9								54
Total	39	51	29	41	38	38	0	0	0	0	0	0	0	236

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	236	**Newcomers (ELLs receiving service 0-3 years)**	187	**Special Education**	21
SIFE	20	**ELLs receiving service 4-6 years**	49	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	152	20	15	30		5				182
Dual Language	0	0	0							0
ESL	35	0		19		1				54
Total	187	20	15	49	0	6	0	0	0	236

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	34	31	23	36	29	29								**182**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**34**	**31**	**23**	**36**	**29**	**29**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**182**

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-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	5	20	5	5	9	9								53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	**5**	**20**	**6**	**5**	**9**	**9**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**54**

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).

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

Academic instruction is provided in English and Spanish. Classes are organized in accordance to the student's proficiency level as measured by the NYSESLAT and the LAB-R. Beginning ELLs receive instruction in English 40% of the time and Spanish instruction 60% of the time. Intermediate ELLs receive 50% instruction in both English and Spanish and Advanced ELLs receive 70% instruction in English and 30% in Spanish. The English proficiency level of the students is reflected in the classroom instructional model as well as in the differentiated instruction regrouping of students. Teachers are encouraged to practice the diagnostic prescriptive model of instruction in order to meet the needs of all the students.

All Bilingual and English as a Second Language teachers are appropriately licensed and participate in on-going professional development sessions to augment their instructional skills and practices. All academic programs at P.S. 128M are aligned to the New York State Standards.

Teachers in Bilingual beginning classes teach content areas in Spanish and later reinforce content and skills in English by teaching content areas during ESL instruction. Beginning and Intermediate Transitional Bilingual classes teach all content areas (math, literacy, science, and social studies) are taught in Spanish. Teachers in advanced Transitional Bilingual classes teach all content areas, math, social studies and science in English and conduct reading development in both English and Spanish. Additionally, there is one period of ESL through the content area.

Research-based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per The National Reading Panel. The Balanced Literacy program consists of a 120-minute block which includes a 30 minute Accelerated Literacy Learning Writers' Workshop session. Students' specific learning or language needs are addressed through individual conferencing, mini-lessons and academic intervention instruction. The components of the literacy program are: read alouds, accountable talk, independent reading, shared and guided reading and small group instruction. The classroom libraries are supplemented by the Voyager's New York Passport Program, the Weekly Reader Series and the Computer Literacy Program. The Everyday Math Program is also used in both languages. Sheltered English is used to teach English in the content areas (interdisciplinary instruction, thematic-based curriculum, ESL strategies).

In order to insure that the mandated number of instructional minutes is provided, ESL teacher schedules are determined based on NYSESLAT levels. Our supervising coordinators and coaches monitor that this ESL program model is adhered to, and classroom teachers are provided with student lists for those students who require ESL services. These student lists include the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and service providers work together to make sure that all students receive the mandated services.

The two certified ESL teachers will use the push-in and pull-out model of ESL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the Push-in model the ESL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the Pull-out model the ESL teachers provide ESL services by level and by grade regardless of class and travel together to an ESL classroom. Beginning and Intermediate level students will receive 360 minutes of ESL per week and Advanced level students will receive 180 minutes of ESL per week. Explicit ESL instruction is facilitated through content area teaching. Professional development is provided to enhance the teachers'

A. Programming and Scheduling Information

best practices in second language acquisition methodology including scaffolding instruction.

In order to ensure that ELLs are appropiately evaluated in their native language; they are assessed with Estrellita Benchmark assesments, ECLA2, Running Records in Spanish, unit tests in the content areas as well as Standardized assessments including Math and Science.

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include streaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school. Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and HB Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning. As a participating school of SES programs, we encourage parents to register their children in programs to support one to one instructional services.

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in a beginning bilingual class, receiving 60% of their instruction in Spanish and 40 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes pull-out/push-in reading during the day as well as after school tutoring programs.

Our long-term ELLs utilize, the Harcourt Brace Reading series, "Trophies and Trofeos" to support literacy instruction. This is a thematic, developmental reading program that has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons will be developed to target children's specific learning and/or language needs. As part of previous Inquiry Team Work, Long Term ELLs have been our target population. The focus of the Inquiry Team was to study the causative agents impeding ELLs from reaching a proficiency level in the NYSESLAT. In studying this population, we found that some characteristics of Long Term ELLs include: frequent absences and/our long term absences, interrupted schooling, low socio economic levels, at risk home environment, lack of family support, literacy in the home, illiterate parents, lesser value placed on education, learning disabilities, at risk behavior requiring counseling and other interventions. As a result of these findings, we will continue providing weekly parent workshops to address the academic, social and emotional needs of the ELL students. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, and activities to increase the listening, speaking, reading and writing.

Our ELL Students With Disability (SWD) receive the same curriculum materiasl as all our mainstream students. They are instructed with grade-level materials using scaffolds strategies for language development and content knowledge. ELLs with special needs are serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As a result of our restructuring plan, we have created the "LIFT" Learning Institute For Thought, a Special Education Academy to ensure all students with disabilities additional support toward meeting NY State Standards. This includes a "Reading Is Enlightening" (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita, Words Their Way, Voyager Passport, and HB Intervention Kit.

We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences.

At PS 128M, we believe in incorporating all students in the general framework of the school. As such, we have integrated a flexible schedule within the ELL-SWD program to ensure the social, emotional and intellectual needs of students are met. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELL-SWDs are being mainstreamed with general education students in groups of eight or less. All ELL-SWD students are integrated in all school-wide activities; including monthly writing celebrations, assemblies, science and social studies fairs where they are paired with general edcuation classes.

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:				
Math:	Spanish			
Science:	Spanish			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language

100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

The school intervention programs for ELLs in ELA and Math has been designed to incorporate supplemental isntruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, and Compass Learning Odyssey.

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. These Former ELLs are provided with additional time and are also supplied with an English/Spanish Glossary on Standardized assessments. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT). After review of our available resources we considered purchasing additional English and Spanish leveled library books in order to support the guided reading in our balanced literacy program. In addition, we will implement Imagine Learning English, a computer-based program that focuses on English language development by creating learning path for each individual student based on their English language profiency.

All ELLs are provided with equal access to all curricular and extracurricular programs. In an effort to improve our ELL students' skills in reading and writing, ELL students participate in RTI interventions provided by the ESL teachers as part of their daily instruction. Also, we offer intervention programs during the day that focus on diagnostic prescriptive instruction, and flexible grouping for differentiated instruction. ELLs in grades 2-5 participate in the ELL after school program. This program provides instruction to foster English language development; students in kindergarten and grade 1 are part of the Estrellita after school program. Both of these programs are supported by the Title III grants. This K-5 tutorial program provides staff an opportunity to meet individual student needs on a "one-to-one" basis or small group setting through a diagnostic prescriptive approach. Our SIFE students are provided with academic intervention services during the day. The SIFE intervention program consists of an intensive phonics and math program that utilizes an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities through games and group activities in Spanish. In addition, a CBO off-site after school program, FYI Welcome Program, supports newly arrived ELL students get acclimated to their new environment. We give priority to our ELL student to take part on any intervention programs we offer during and/or after school hours. To ensure ELLs participation in these programs, we send home invitation letters to the parents and phone calls are made to recruit ELL students.

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

N/A

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.

Paste response to questions 1-3 here

During the school year we will provide five two hour sessions devoted to best practices in teaching the ELL student to all staff members, including newly appointed appointed teachers in order to support them . Staff will also share ESL methodologies during faculty conferences, and monthly grade meetings. The Literacy Coach, the Math Coach and the Bilingual/ESL Administrator will support peer coaching sessions, after school workshops, and study groups. All newly appointed teachers will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Intervisitations will be arranged to support teachers' needs. In an effort to support teachers in meeting the 7.5 hours of ELL training, we include them in the ELL Institute, which provides Bilingual, ESL and mainstream teachers an opportunity to research, learn and implement second language development strategies that support ESL instruction in content area. All teachers are adviced and encouraged to maintain records of all agendas and handouts provided in these workshops to serve as evidence of their participation. As part of our PD plan, the CFN-ELL Specialist will train Cabinet members, including the Principal, Assistant Principals, Data Specialist, Literacy Coach and Math Coach to make sure that all members share the same lense regarding best practices. Paraprofessionals are also trained with Reading Rescue, Estrellita, Wilson as well as how to deliver guided reading so that they can provide intervention services to our students. In addition, all staff members are part of teacher teams. They meet every week; first week of the month is to conduct inquiry work around a common need, the second and third week of the month is to plan collaborativly around their curriculum maps, and the last week of the month is for professional development. The professional development is under the topics of; common core standards, creating rigorous summative tasks, the shifts in Literacy and Math to meet citywide expectations, and the Dannielson's Framework for Teaching and Learning.

Staff working with ELLs are scheduled to meet with the school counselor and grade supervisor to discuss how they can assist ELLs transitioning from elementary to middle school.

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?

Paste response to questions 1-4 here

The school licensed Bilingual/ESL Coordinator will provide 6, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. These workshops focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. At the end of each workshop, parents complete a reflection sheet to be use in order to evaluate their needs.

Our school partners with outside agencies and Community Based Organizations to provide workshops and/or services to ELL parents. Some of these organizations and agencies include Alianza Dominican, Turn2 Us foundation, Healthy School Healthy Families, Police Academy League , etc.

Through the use of flyers and letters to parents, the Bilingual/ESL Coordinator will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual/ESL Coordinator during meetings and special workshops.

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)	2	7	0	0	0	0								9
Intermediate(I)	0	8	2	2	3	1								16
Advanced (A)	3	5	4	3	6	8								29
Total	5	20	6	5	9	9	0	0	0	0	0	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	6	4	5	9	3							
	I	6	7	4	3	8	5							
	A	7	19	15	13	11	19							
	P	14	18	20	18	32	38							
	B	16	9	8	11	8	5							

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	10	12	16	13	13	15							
	A	4	7	15	16	24	17							
	P	1	10	4	0	8	27							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	6	10	0	36
4	16	25	7	0	48
5	17	39	7	0	63
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	9	11	4	12	0	4	0	1	41
4	8	3	22	12	1	9	0	0	55
5	12	7	19	17	8	10	3	0	76
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	7	10	12	20	0	3	55
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	32	43	16				
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.

Paste response to questions 1-6 here

The following assessment tool: ECLAS2, EL SOL and Fountas and Pinnell are used in order to assess the early literacy skills of the ELLs. The data indicates that our ELL Students in K and 1 are making strides in the development of phonemic awareness, and listening and writing strand. However, they are still not meeting benchmark by the end of grade 1. Our ELLs in monolingual setting are showing progresses in the area of reading. The data further shows that our entire ELL population is struggling in the area of writing development. Upon closer look at the strand, we found that most students fail the strand due to their inability to master the use of grade appropriate vocabulary, spelling, use of mechanics and language interference/code switching. Our Advanced ELL students in bilingual settings were able to complete and meet benchmark tasks on each grade level more so than ELL students who have always been in monolingual settings. This is information is vital when identifying students for Academic Intervention Services, and after school programs. The EL-SOL assessment, comparable to the E-CLAS, reveals that our students show significant gains in the phonemic awareness and phonics strand in grades k-3. However, in k-2 students scores reveal deficiencies in reading and writing. In the listening and speaking strand in grades k-3, students demonstrated weaknesses. This is due to the lack of experiences to augment language opportunities and academic knowledge.

In the early grades K, 1st and 2nd, the weakest areas appear to be in the Reading and Writing strands. In grades 3, 4 and 5, most of the ELLs test out of the program. Those remaining are mainly at the advanced level of English proficiency. However, this group requires more intensive support in writing. Intensive ESL instruction in the content areas will be provided to all students at the Beginning, Intermediate and Advanced levels of English proficiency. Lower student/teacher ratio for ESL instruction in grades K-5 will facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs. Reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas.

Careful analysis of the data indicates that ELL students in the Bilingual Program that began at our school in kindergarten or the first grade become proficient in approximately three years. After 3 years, those that do not show proficiency reach the advanced level. They are also able to perform better in assessments administered in their native language – Spanish. However, we have also noticed a trend for students that enter our school at any grade later than second grade. It appears that these ELL students do not "test out" or become "proficient" according to the NYSESLAT test in a three year period.

Periodic assessments are used as a tool to guide student learning. It helps teachers identify students' strengths and weaknesses in order to plan for targeted instruction. The Periodic assessment predicts student performance on the New York State exams to ensure that all students meet or exceed State Learning Standards. It helps teachers measure student learning on an on going basis. The School Leadership Team analyzes the data to better understand the needs and academic progress within our school.

In addition to taking the ELA exam, ELLs in bilingual classes also took the ELE (Spanish reading test). In comparing ELA scores with ELE scores, we realized that we can only compare the scores of those ELL students who have been in an English language school system for the same number of years. In grades 3 through 5, a high number of students who have scored within Quartile 3 (51-75 percentile) and Quartile 4 (76-99 percentile) in the ELE, scored level 2 and level 3 in the ELA. This clearly shows a correlation between the level of native language skills and English language proficiency because students who have low native language skills also have a low English Language proficiency. The goal in the bilingual classes is to increase native language skills through effective daily instructions so that ELLs can transfer these acquired skills to English. Recent research done by the CREDE and NLP, show that literacy and other skills and knowledge transfer across language. This means that if a skill is learned in one language, it is easier to learn it in another language because you only learn to read once (American Educator, 2008).

The LAP is used to guide instruction in all bilingual and ESL classes in our school. The Transitional Bilingual classes provide instruction in English and Spanish based on the students' results on the NYSESLAT scores and in accordance with the NYS and NYC Bilingual Regulations and Guidelines. Bilingual classes provide at least 45 minutes of Native Language instruction in order to continue to enhance skills in reading and writing; since research shows that developing the native language will foster the transition in learning the English language at a higher level (as per research by Jim Cummins). However, as part of our LAP and school policy we enhance our instruction for all ELL students in all classes, monolingual as well as bilingual, by including a language development objective along with the content teaching point.

The success of the programs for ELLs are evaluated through informal and formal observations, Learning Walks, interclass visitations, students results on exams, students work and portfolios. Instruction is monitored by supervisors to assure that the mandated number of instructional minutes is provided according to the proficiency level in each program. Schedules are determined by the grade supervisors, program coordinator, and ESL teachers to service the target population. Schedules are reviewed and revised as needed throughout the school year.

Additional Information

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

Part VI: LAP Assurances

School Name: **The Audubon School, PS128**

School DBN: **06M128**

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Argelia Arredondo	Principal		10/26/11
CaryPantaleon	Assistant Principal		10/26/11
Alexandra Sanchez	Parent Coordinator		10/26/11
N. Morossini, and P. Vaccaro	ESL Teacher		10/26/11
E. Pesantez, M. Rengel	Parent		10/26/11
Iris Antonetty	Teacher/Subject Area		10/26/11
Idalia Machuca	Teacher/Subject Area		10/26/11
Stacey Capella	Coach		10/26/11
Tosha Lucas	Coach		10/26/11
Lolita Bitanga	Guidance Counselor		10/26/11
Marlene Wilks	Network Leader		10/26/11
Alicia Betancourt	Other AIS		10/26/11
Fatima Saab	Other Related Services		10/26/11
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 06M128 **School Name:** The Audubon School

Cluster: 2 **Network:** 209

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.

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey (HLS). Our parents' needs are also determined during our Parent Orientation weeks each September and January, when parents have the opportunity to meet their child's teacher. Similarly, through ongoing meetings, such as Parent Teacher Conferences, and/or those held by our Parent Coordinator and/or Bilingual Coordinator, the school receives information as to the parents' language needs. Surveys are also distributed to parents, with questions pertaining to their home language, academic, physical, and mental health development for the students and the family in order to assess the needs and interests of individual families. Finally, parent needs are also ascertained through feedback from school personnel.

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

The PS 128 learning community consists mostly of immigrant families from Spanish speaking countries. Over 93% of our students and families are Latinos. During the 2010-2011 school year we had approximately 43 recent immigrants. As indicated above, during the registration process, we determine the preferred language of our parents by a review of the HLS. At the beginning of the school year's parent orientation session, we are also able to assess the language needs of our families. In order to ensure that our school's written translation and oral interpretation needs are met, we provide parents with written notices in both English and Spanish. In addition, we have one Arabic family that recieves the notices in English and Arabic. All information is shared during School Leadership Team meetings; by displaying the information on the Community Bulleting Board; During Parent Excecutive meetings as well as during parent workshops.

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.

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership and all school wide events. The majority of our parents speak Spanish. As part of our effort to keep all parents informed, all correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish. In addition, we also provide translations during all parent teacher conferences, for parents on a needs basis, and all school wide events/celebrations.

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

All oral interpretation services for parents are provided as needed. Oral translations are provided by in-house staff members: Parent Coordinator, Bilingual Coordinator, as well as any staff member and school volunteers who are provided to us by the NYC School Volunteer Program. In addition, we have Community Based Organizations (CBO) such as PAL, a partnership between PS 128 and the Turn 2 Foundation, Turn 2 US, the Dominican Women's Associations that assist the school with parents and also provide activities that are geared to the development of parenting skills and adult training throughout the year.

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

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parents' needs are also determined during our Parent Orientation sessions each September and January when parents have the opportunity to meet their child's teacher. All correspondance is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated during all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education and central offices when encountered with a language other than English or Spanish. In accordance with the Chancellor's Regulations A-663, PS 128 provides parents at the beginning of the school year copies of the Parent Bill of Rights, and of the Multilingual Language Preference notice in English and Spanish. In addition, parents are also provided notification in regards to safety procedures in both English and Spanish. Furthermore, we display signs such as:"Language Identification Guide," "I'm a Parent and I Speak…," and the "Welcome" in all languages that are reprented in our school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 128M	DBN: 06M128
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): ☐K ☐1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: P.S. 128 M. will offer our English Language Learners (ELLs) in grades 2 through 5, an extended day academic intervention program which will concentrate on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The Title III after school program will provide staff an opportunity to meet individual student needs on a small group setting through a diagnostic-prescriptive approach. The ELL extended day academic intervention program will target approximately 50 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. Groups will be comprised of 10-12 ELL students. The ELL program will meet two days a week, Monday and Wednesday for two hours each day for 14 weeks during November through March. Teachers will provide instruction in the areas of literacy, math, social studies, science and technology. The goal of the program is to prepare our eligible second language learners and students with a minimum of one year in an English Language School System (ELSS) for standardized testing. Instruction will focus on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students will develop their writing skills in the various genres: personal narratives, memoirs, expository, persuasive, poetry, letter writing and responding to document based questions. In addition, the Imagine Learning English computer based program will be purchased to support students' listening, speaking reading and writing skills. Five certified Bilingual and or ESL teachers with a minimum of three years experience will provide instruction. One Assistant Principal will serve as the instructional leader to ensure the success of the program. Student's progress will be monitored through periodic assessments; teacher made tests, rubrics, and standardized exams.

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: Research indicates that Professional Development (PD) is the key to improve student achievement. We will offer a comprehensive professional development program that will support the 5 teachers participating in the Title III extended day program as well as the Bilingual and ESL teachers in our school. A comprehensive professional development program will address the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. Experienced teachers will be assessed for their strength and weaknesses based on observation, questionnaires, classroom walkthroughs and supervisory input. In addition, the Professional Developer will present workshops focusing on best practices in four, one hour sessions, during November through

Part C: Professional Development
March to staff members participating in the Title III after school program. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes will be emphasized. Teaching strategies will also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction will be modeled, analyzed and implemented in the classroom setting. Classroom intervisitations will be arranged to share ideas and strategies, and self-reflection sharing sessions will be included in our meetings.

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: The Assistant Principal will provide 4, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. The parent workshop topics are aligned with the Title III program. These workshops will focus on; developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, activities to increase the listening, speaking, reading and writing, and creating games to increase phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. During these workshops, refreshments will be provided. Since 99% of our ELL parents are Spanish speakers, 20 parents will be invited to attend three cultural trips to El Repertorio Español to enhance their experiences. EL Repertorio Español, a DOE approved vendor, offers plays in Spanish that are relevant to the experience of Latinos, such as the challenges and misconceptions about the Spanish language, culture and traditions. We expect that these plays help reinforce cultural pride, and instill the love for the arts and theater. Through the use of flyers and letters, the parents will be informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed during meetings and special workshops. These notifications will be provided in English and Spanish.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		