



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: [THE MAGNET SCHOOL FOR TECHNOLOGY & COMMUNICATION](#)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): [03M145](#)

PRINCIPAL: [IVELISSE ALVAREZ](#) EMAIL: IALVAREZ@SCHOOLS.NYC.GOV

SUPERINTENDENT:

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
Loushonda Mack	*Principal or Designee	
Lisa Bandler	*UFT Chapter Leader or Designee	
Christine Padilla	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Babara White	Member/ Teacher	
Kristen Lampasona	Member/ Teacher	
Ivelisse Alvarez	Member/ Principal	
Deirdre Lapolla	Member/ Parent	
Nidelvia Guzman	Member/ Parent	
Erica Gonzalez	Member/ Parent	
Farrah Belliard	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, all teaching staff will have engaged in a minimum of 30 hours of professional development in magnet systemic reform.

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.

Staff surveys, supervisory observations, review of student progress reports and data have identified the need for supporting teachers in differentiated professional development, understanding with student diverse learning styles and needs, curriculum alignment of units of study with the scope and sequence and CEP, common core standards, citywide expectations, common core state standards, inquiry based instruction, development of cognitively demanding tasks, progress monitoring and rubrics to support all students and students with disabilities/ELLs to meet the NYS content and performance standards.

Instructional strategies/activities

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

September 2012-June 2013 By June the staff will have aligned the units of study to current citywide expectations, the scope and sequence and the common core standards the school as described on our Atlas-Rubicon Curriculum Road Map for School Wide Improvement plan:

- 1. Use the UBD framework to design our academic interdisciplinary curriculum.**
- 2. Support new teachers in inquiry based pedagogy**
- 3. Collaborate with school community to ensure that the interdisciplinary units are implemented**
- 4. Teacher will collaboratively plan the individual lessons within the academic areas, the rubrics and culminating projects.**
- 5. Grade Meetings, Faculty Conference and Thursdays Professional Study Groups-37.5 minutes will be dedicated to weekly professional study focus groups on Common Core, Instructional Bundles for Literacy and Math, the Professional Teaching Standards and Common Core, Danielson and on improving instructional practices. The Danielson Teaching Framework along with effective supervisory feedback from weekly walkthrough will guide teachers' effective instructional practice development that will impact student achievement.**
- 6. Teachers will create cognitively demanding learning experiences, tasks, lessons, and units that align with the new instructional expectations for interdisciplinary units.**
- 7. Magnet Specialist will coach and plan with teachers and students in class to implement the units.**
- 8. Staff will participate in Magnet Planning institutes on a monthly basis to upload curriculum maps after aligning them with the core curriculum**

standards, DOE expectations and grade performance and content standards.

9. School will develop assessment tools to evaluate the impact of lessons, interdisciplinary activities, magnet programs, partnerships, and professional on the achievement of students.

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.

- **P.S. 145 will promote ongoing dialogue between the parents and the school through Parent Teacher Conferences held twice a year to discuss the school's report card, student progress, portfolios, and curriculum subject achievement. In addition to report cards the parents will receive periodic assessment and progress reports throughout the year (Bi-Monthly) from individual teachers; these will be mailed or sent home in the backpack. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]**
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week in the fall and spring as well as opportunities to set up classroom visit throughout the year. Fridays are set aside for visits from the community.**
- **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 way.**
- **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.
- Opportunities will be provided for families to attend workshops on Magnet systemic reform.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

Collaborative planning, integration and continuous communication takes place with afterschool partnerships, parent outreach, showcasing student achievement.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013 all students in testing grades will demonstrate one year performance growth and increase their reading levels within their grade level ranges at a minimum of 85% according to the performance indicators in ELA.

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.

The SLT conducted a comprehensive review of all data to reveal the following:

- **The school was identified as a SINI.**
- **The SWDs and ELLS on the most recent NYS ELA did not meet the AYP.**
- **The school received a “C” in school’s progress report.**

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.

September 2012-June 2013

- 1. The instructional strategies will focus on differentiation of instruction for SWD and ELLs through multisensory approaches that embed technology, the arts, project based learning, interdisciplinary curriculum, building on student strengths and interests to boost their confidence, their focus and engagement. Staff will incorporate cognitively demanding learning experiences, tasks, lessons and units that align with the new instructional expectations though the magnet themed unit curriculum. These plans involve project based learning experiences that align with the core standards and DOE expectations. Students will develop an independent interdisciplinary science/social studies projects. Student learning logs and projects will reflect engagement in cognitive demanding tasks. Each grade will collaboratively develop the units and connect them to the magnet thematic units.**
- 2. The following partners work with students and teachers to plan collaboratively and implement the school’s magnet interdisciplinary units. The units are unique to our school in that it is imbedded in our magnet themed curriculum as follows:**
 - **LAMP: The scaffolded curriculum builds vocabulary, creativity, observation, critical thinking skills, and digital story telling through video and media arts.**
 - **Studio in a School: planned units in a variety of media including painting, drawing, printmaking, collage, sculpture, two-dimensional**

applied design, and media technology and align with the Blue Print Prints for the Arts.

3. **Skills Tutor, Destination Reading, and Destination Math**: will provide individualized skills tutoring, intervention, acceleration to the SWD/ELLs and. The students will place in the web based tutoring programs. Each student will take placement tests to determine reading/math skill and strategy needs. The plan is designed to provide support for ELL, SWD, and low performing students and will encompass new teaching strategies and materials for students.
4. AIMSweb will be used to monitor student progress.
5. **Promethean Whiteboards** will provide visual, auditory, and kinesthetic instructional differentiation through rich and engaging digital media. Technology-enabled learning to actively engage students in online learning experiences and communities that are enhanced through color and vivid images, movement, audio and interactive videos in digital media learning communities, lessons and resources.

Teachers will use periodic assessments, curriculum based assessments, running records and project based assessments, self-assessments, reflections to monitor program and curriculum that impact student achievement.

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.

Parent will have access to online learning tools to monitor their children's progress. Parents will be trained to support their children's academic instruction at home. A parent lending library has been established in the school library, Family Curriculum Workshops, and Museum trips.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

Our community based partnerships meet monthly to provide parent orientation on school wide events, attendance improvement, family literacy programs and online learning tutoring systems.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

• Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 The Magnet School for Technology and Communication (TMSTC) will have documented the implementation of this year's curriculum road map and magnet goals for the core skills, content taught, school environment, improvement of teacher practices and curriculum alignment of inquiry based learning that have impacted student progress.

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.
The School Leadership Team reviewed the school report card, the school learning environment survey, the school safety plan to inform the School's community.

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.

The school will develop a series of self-assessment tools to survey the effectiveness of implementation of the themed interdisciplinary instructional units, magnet partnerships, impact of professional development, increase in parent engagement, and changes in teaching practices that have impacted student achievement.

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 parents will establish a parent network through the schools newsletter and parent association meetings.

Budget and resources alignment

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

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

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

If other is selected describe here: Fundraising

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).

Our community based organizations will be invited to the parent association meetings.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, teacher teams will have been established school wide across all grades to implement best teaching strategies learned through their inquiry and study groups focusing on the development of curriculum units that are CCLS aligned.

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.

Surveys on the need to support teachers in the new instructional expectations, increase in the population of students with disabilities/ells , and review of the student achievement have created a need to strengthen teacher pedagogy and repertoire of strategies to keep students engaged and focused

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.

The instructional strategies and activities that will be used to achieve this are

- **analyzing data and targeted trends across all subgroups**
- **to implement the staff will use Acuity, ARIS, SESIS, Skills Tutor, Predictives and Performance Series**
- **The steps taken to include teachers in decision –making are Professional development workshops, team meetings, and inter-visitations with feedback**
- **September 2012- June 2013**

Strategies to increase parental involvement

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**
- **Mandatory Parent/ Teacher conferences**
- **Phone messaging system**
- **Monthly Teacher lead workshops**
- **Surveys are given to parents in which they can highlight what they want/need more information/ training**
- **Monthly assembly meetings**

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

All students will receive additional targeted support through tutoring and afterschool programs. All teachers provide common core-aligned task to support our students in the implementation of the Citywide Instructional Expectations for 2012-13.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2013, all teachers in grades Prek-5 will ensure that all students Prek-5 will have received 15 hours or more full immersions of an interdisciplinary and thematic based curriculum supported by technology and project based lessons in magnet systemic reform.

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.

This need is based on the review of the progress made so far with the implementation of the magnet goals evaluations.

Instructional strategies/activities

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

September 2012-2013

- 1. Teachers will receive professional development in video documentation**
- 2. Magnet specialists will coach teachers and provide classroom workshops to support the implementation of technology into the magnet units. .**
- 3. Teachers will write the curriculum maps and upload on the Atlas-Rubicon.**
- 4. Maintain school wide website.**
- 5. Develop rubrics for projects that align with CCLS and city wide expectations**

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.
- **Increase the promotion of magnet events to families through celebration of events, tours, and web based communication channels.**

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

The school will coordinate resources with the instructional strategies through :

- Teacher Effectiveness training
- Network professional workshops
- DOE professional workshops

The school will be monitored through domain specific strategies that incorporate CCLS aligned rubrics. The school will also use multiple opportunities to embed in its' instructional delivery the use of a specialized curriculum that supports multisensory (i.e. technology and multimedia), whole class, small group and individualized support. Tier 1: a) Standardized core curriculum aligned with CCLS in literacy, math and content areas.

Tier 2: b) Extended Day (small group instruction, especially for ELLs, ELL-SWDs, SWDs, low-performing at-risk students).

c) Small group in classroom targeted interventions in cycles of 6-8 weeks. Tier 3: Small group in classroom interventions; support services (SETSS, Guidance Counseling, Speech and Language); flexible programming and flexible scheduling for at-risk students.

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	Program: Wilsons Foundation, Foundation, Computer software/websites (ex: Skills tutor, Imagine, Starfall.com, Freerice.com), Books of varying levels on CD with companion books, Bookshare.org Strategies: Proximity control-move seat, adjust seating to allow for redirection, Rate adjustment-allow time to complete tasks, purposeful breaks, Staging-breaking larger tasks into smaller tasks or multi steps with reinforcement	Small group, one-to-one, tutoring, peer tutoring, push-in/pull-out method	During the school day, before or after school
Mathematics	Program: Chicago Math Reference books and skills link practice, Smart board interactive Lessons, use of visual charts, and	Small group, one-to-one, tutoring, peer tutoring, push-in/pull-out method	During the school day, before or after school

	<p>manipulatives, music-timetables rap on cd's</p> <p>Strategies: students read and reread to understand and aid comprehension of concepts, underline and make notes to understand, self-monitoring, imagery – pictures in their mind's eye, acronyms, math memory games</p>		
Science	<p>Strategies: Complexity adjustment-teach how to's, prioritize work -organization and responsibilities, modeling</p>	Small group	After school
Social Studies	<p>Strategies: use of visual charts, and manipulatives, modeling, review and summarize, Volume adjustment-use color markers-what is the most important information</p>	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Programs: Respect for All, Voices</p> <p>Strategies: build self-esteem, establish stable behavior patterns, establish appropriate social communication,</p>	Small group, one-to-one, push-in/pull-out method	During the school day, before or after school

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.

The strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified are:

- Selecting workshops in which teachers express the need for more professional development
- Choosing teachers on a rotating basis to conduct professional developments to increase teacher involvement in the constant updates to the city wide expectations and CCLS
- Allow common planning time that will allow teacher teams, interdisciplinary teams, and grade teams to study, review, and revise student data to create plans of action that will increase student performance.

**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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents
-

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Renardo Wright	District 03	Borough Manhattan	School Number 145
School Name The Magnet School for Technology and Com			

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

Principal Ivelisse Alvarez	Assistant Principal Loushonda Mack
Coach	Coach
ESL Teacher Maria Ramirez/Bil Coordinator	Guidance Counselor Andres Reyes
Teacher/Subject Area Barbara Iglesias	Parent Christine Padilla
Teacher/Subject Area	Parent Coordinator Carlos Salamanca
Related Service Provider	Other
Network Leader Renardo Wright	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	6	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	6		

D. School Demographics

Total number of students in school	454	Total Number of ELLs	92	ELLs as share of total student population (%)	20.26%
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Part II: ELL Identification Process

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

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

1. P.S. 145 is a Pre-K through 5th grade school which provides ESL services (Push-in/Pull-out/Self-Contained Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher, and the secretary help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB- R is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non- Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities.

Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the Parent and Bilingual Coordinators inform parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general

requirements of the ESL programs at PS145M. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish and any other parental home language when a translator is available. The timeline in which to complete these services is 10 days.

3. The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

4. The criteria and the procedures followed to place newly identified ELL students in any of the bilingual instructional programs available at PS145M include as follows: Informing parents about their children's placement in a timely manner and in their home language; grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights. In addition, the Parent and Bilingual Coordinators organize monthly parent workshops, PTA meetings, and/or Family Fun Activities. P.S. 145 does not offer TBE therefore the default program placement for students whose parents did not complete the Parent Survey is an ESL program.

5. Parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Dual Language and Freestanding English as a Second Language programs. Our Dual Language Program successfully educates native English speakers and English language learners with a curriculum designed to foster an appreciation for the students' own culture along with the cultures of others. In our Freestanding English as a Second Language program which includes the ESL Self-contained and ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL/Bilingual certified teachers effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave PS 145M. If parents request a TBE program we will refer them to the central office for placement options.

6. The bilingual program models offered at P.S.145 are aligned with parental requests. To continue aligning parental choice with our program offerings we do every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in both, the Dual Language and Freestanding English as a Second language programs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	10									10
ESL	64	0	16	17	0	3	1	0	0	82
Total	74	0	16	17	0	3	1	0	0	92

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	
Spanish	4	3	5	9															9	12	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French	1																		1	0	
Other		4		1															0	5	
TOTAL	5	7	5	10	0	10	17														

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>7</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>3</u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>2</u>
	Hispanic/Latino: <u>12</u>
	Other: <u> </u>

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	3	4	19	12	15	21								74
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1				1									2
Haitian				1		2								3
French		1	1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	4	5	20	13	16	24	0	82						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our program implements Dual Language and Freestanding English as a Second Language (ESL) which includes ESL Self-Contained classes and Push-in/Pullout ESL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in the Dual language kindergarten/first grade and ESL Self-Contained classes in grades 3, 4 and 5 receive ESL instruction by ESL certified teachers as a part of their language development and daily academic instruction. In Grade 2, ELLs are clustered in a classroom with a certified general education teacher, while an ESL certified teacher follows the Push-in model. In ICT, Special Education and general education classes ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogeneous model in the Dual Language and ESL Self-contained classes and the homogeneous model by language proficiency within age parameters in the Push-in/Pullout program. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Balanced Literacy Model and Everyday Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, the computer lab and promethean white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Renzulli Learning, Skills Tutor and Destination Math/Reading technology based programs we also develop ELLs' linguistic, cognitive and academic skills.

Our ELL students across grades K-5 are provided with adequate levels of ESL instruction throughout the school year to accelerate their English language development in the four modalities: listening, reading, writing, and speaking. The school directly provides other support services/programs that may be needed by ELL students in order to attain English language proficiency and maintain satisfactory levels of academic performance. These additional interventions include as follows: guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school, extended day, and the Saturday CALLA program.

There are nine ESL teachers serving our ninety-two (92) English language learners at PS145M. Our ELL population is broken down as follows: 10 kindergarten and first grade students in Dual Language, 30 in ESL Self-contained classes, 13 in ICT, 12 ELL-SWDs in

A. Programming and Scheduling Information

Special Ed Self-contained classes, and 27 in general education classrooms. They range from beginners to advanced language proficiency levels. Specifically, the ELL population in ESL Self-contained and ELLs with IEPs in ICT and Special Ed Self-contained classes are as follows:

ESL Self-contained: Grades 3- 5

6=Beginner

7=Intermediate

17=Advanced

Total: 30 students

General Ed: Grades K-4

7=Beginner

10=Intermediate

10=Advanced

Total: 27 students

Special Ed Classes: Grades 2-5

5=Beginner

5=Intermediate

2=Advanced

Total: 12 students

ICT Classes: Grades K-5

6=Beginner

3=Intermediate

4=Advanced

Total: 13 students

Dual Language: Grades K-1

7=Beginner

2=Intermediate

1=Advanced

Total: 10 students

Professional development for teachers of ELLs focuses on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to strengthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards. There is also ongoing articulation between classroom and ESL teachers to effectively support ELL students in achieving English language proficiency so they can attain the same standards established for all students across the grades. This communication plan helps to inform ESL instruction for each grade level aligned with the core curriculum.

2. Organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students in Dual Language and ESL Self-contained classes receive ESL services by their ESL certified teachers during their daily content area instruction. ELLs with IEPs in the Special Education Self-contained classes in grades 3, 4 and 5 receive ESL instruction by certified ESL or Bilingual Special Education bilingual teachers through collaborative planning for small group ESL instruction. All other ELLs in ICT and general education classes receive ESL services by ESL certified teachers through a Push-in/Pullout Model. In addition, ELL students in grades 2-5 participate in our Extended Day, After-School and/or Saturday CALLA programs with ESL certified teachers. On the other hand, all ELL students in our Dual Language kindergarten and first grade classes receive NLA through the Two Way Immersion Model where there is 50%/50% instruction in English and Spanish in all content areas of the NYS core curriculum.

The content area subjects of the core curriculum for all students includes as follows: Literacy, math, science, social studies, health, technology, physical education, art and music. P.S.145 ESL program is taught 100% of the time in English.

3. All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Juanita Lorenzo Multimedia Center, the computer lab and Promethean white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk. Both, the Balanced Literacy Model and Everyday Math curriculum support differentiated instruction in targeting our ELL students. Students

A. Programming and Scheduling Information

participate in shared, guided and independent reading instruction and mini-lessons. Also, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, we are assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, we do small group sessions during, before and after school that focus on literacy and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

4. When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab. Students in Dual Language kindergarten and first classes implement the ESTRELLITA program. We use this program's assessments to evaluate their native language. Additionally, ELL students in grades 3-5 take the NYS Math and science assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.

5. The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

Once SIFE students are identified, P.S. 145 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 145 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.
- We encourage student participation in literacy and math after-school programs as well as the Saturday CALLA program and other enrichment activities such as chess, Music Mentors and Family Literacy.
- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 3rd grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required to participate in our Extended Day program. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science assessments. Word to word dictionaries and glossaries are provided to support them on the Math and Science city and state assessments and translated versions of the test can be used as available. Otherwise, we provide a translator when the test has not been translated in students' native language. Students may also work in small groups with their classroom teachers to target specific areas of need, especially, for test taking skills practice.

A. Programming and Scheduling Information

c) Plan for ELLs receiving ESL support services 4 to 6 years. An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d) Plan for Long Term ELLs:

In elementary schools we have fewer long terms ELLs than across the grades up to high school. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is on reading and writing. Our action plan for this group involves:

- Monitoring the students' progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills.
- Participation in the school's literacy and math after-school and Saturday CALLA programs.
- Ongoing communication with parents to monitor their children's progress.

6. ELL-SWDs follow the core core curriculum as required for all students in the school. PS145's literacy and math instruction is provided through the research-based Treasures English language arts program and Everyday Mathematics. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, Everyday Math and Treasures, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Renzulli learning, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills.

The school does periodic student progress monitoring through formative and summative assessments including RTI's AimsWeb to identify and provide instructional support and/or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: SETSS, ESL, Extended Day, Literacy and Math after-school and Saturday CALLA program, Wilson, Occupational and Physical therapy, Speech and language and Guidance counseling.

P.S. 145 provides ESL services as per CR Part 154 to its special education students. The latter are in ICT, Special Education Self-contained, ESL Self-contained and general education classes in grades K-5. Many of our ELL-SWDs are in the mainstream ESL program under the guidance of the ESL Coordinator.

There are at least 24 ELL-SWDs of which 18 students are in grades 3-5. There are 10 students in Special Education Self-contained classes and 14 students in least restrictive environments.

7. PS145's policy for ELL-SWDs in least restrictive environments includes all of the above mentioned instructional strategies and materials. Our plan also includes:

- Collaboration between the classroom and ESL teachers, school psychologist, social worker, child study team and service providers.
- Monitoring newcomers and/or SIFE students for possible special needs status.
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates.
- Ongoing communication with parents to monitor their children's progress.
- Support for ELL X-coded students and assist teachers through articulation.

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			
Social Studies:			
Math:			
Science:			

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

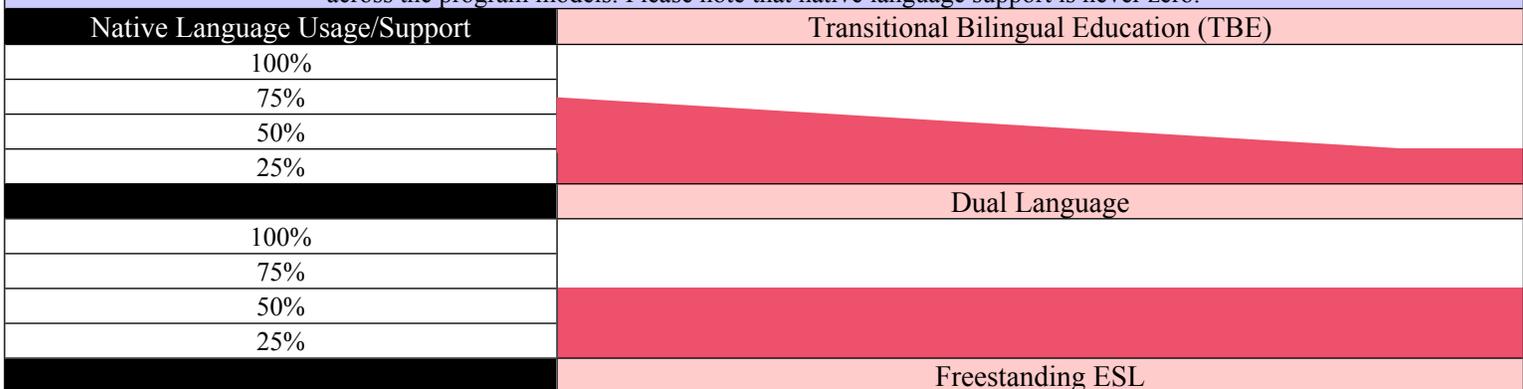
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for all ELLs at P.S. 145 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School, Wilson, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed. Our bilingual paras are assigned to work with ELL bilingual students with IEPs so they can serve as translators. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.

9. The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT. However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

Parents of former ELL students are invited to schoolwide and NYC conferences and workshops.

10. Several new software programs are available for all ELLs. These include: Skills Tutor, Destination Math/Reading, Renzulli Learning and Rosetta Stone. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards, the computer lab and our Juanita Lorenzo Multimedia Center. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

11. None of the services and programs will be discontinued next year.

12. All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, Wilson, chess, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy and Math After-School, Saturday CALLA, Family Literacy, Music Mentors and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5. Additionally, we implement several after-school state support services (i.e. Liberty Learning, Brienza and READ).

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, , Hispanic Heritage Celebration, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

13. Instructional Materials:

The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the research-based Treasures English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement Everyday Mathematics, the curriculum mandated by the New York City Department of Education which also provides strategies to differentiate math instruction.

We enhance ESL instruction through computer software and online programs that include: Renzulli, Skills Tutor, Destination Math/Reading and RosettaStone. Students use these programs to improve their vocabulary, phonics and comprehension skills in English. On the other hand, Promethean white boards support the multisensory needs of ELLs, especially, ELLs with disabilities. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, KAPLAN, New York State Coach in ELA and Math. Technology is also used to accelerate ELL students' English language development.

14. At P.S.145 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations.

In the Dual Language program the ESTRELLITA reading readiness program is used to develop Spanish language proficiency of all dual language participating students. The Skills Tutor online program in Spanish helps students develop their vocabulary, reading and math skills. We also use assessments in both languages including standardized exams, teacher made tests, portfolios, conferencing, projects and technology based reports. These assessments are aligned with state content and language standards, and program bilingual and bi-literacy goals as well as grade-level academic expectations. The latter are integrated into curriculum and classroom planning for language and literacy development and cross-cultural competence

15. The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.

16. We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, bilingual coordinator and the school's secretary. They conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

17. Students are permitted to use their native language with each other and bilingual dictionaries/glossaries can be used in the classrooms as well.

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)?

Response to questions 1-5

P.S. 145 provides Dual Language instruction in self-contained grades K and 1 classes through a standards-based curriculum in both English and Spanish languages, enabling them to meet the New York State and city standards. The instructional program focuses on developing bilingual/bicultural literacy. Experienced teachers in the Dual Language Program provide rigorous instruction to English proficient students

and English language learners. They ensure the linguistic and cognitive/academic success of each child through the ongoing collaboration among students, parents and staff.

All Dual language students follow the same curriculum as required for all students in the school. The core curriculum includes daily English instruction in literacy and math and other content area subjects through the Two-Way Immersion Model in which 50%/50% is taught in English and Spanish. PS145's literacy and math instruction is provided through the research-based Treasures English language arts program and Everyday Mathematics. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, Everyday Math and Treasures, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Renzulli learning, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills. The core curriculum is aligned with the NYC and NYS Native Language Arts, English Language Arts, English as Second Language, Social Studies and Science standards. Classroom leveled libraries are in both English and Spanish. Additionally, the ESTRELLITA reading readiness program is used to develop Spanish language proficiency of all dual language participating students. The Skills Tutor online program in Spanish helps students develop their vocabulary, reading and math skills. Students participate in special events that recognize the diversity of their cultural backgrounds.

Although the ideal situation is to have a perfectly balanced classroom, in which half of the students are Spanish native speakers and half are English proficient students, this may not be possible. At least one-third of the students who enter the dual language program at kindergarten are Spanish monolingual, one-third are Spanish/English bilinguals, and one-third are English monolingual.

The LAB-R, NYSESLAT, ECLAS-2, math and writing logs are used as assessment tools for planning ESL instruction in the content areas to ensure that 360 minutes of ESL/weekly are provided to beginning and intermediate ELL students, and that advanced ELL students receive 180 minutes of ESL per week consistent with CR Part 154 ESL requirements. Other assessments in both languages include standardized exams, teacher made tests, portfolios, conferencing, projects and technology based assessments. The aforementioned assessments are aligned with state content and language standards, and promote our program bilingual and bi-literacy goals along with grade-level academic expectations. The school directly provides other support services that may be needed by dual language students in order to achieve satisfactory levels of academic performance. These additional support services and interventions include as follows: guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school and Saturday enrichment programs.

The teachers' professional development plan includes participation in professional conferences, for example, Children's First Network workshops, Dual Language Symposium and inter-visitation to other established programs. These professional training opportunities address effective ways of stimulating literacy, math and content area language development in the second language of both English and Spanish dominant students. As a result, English speakers will develop English language competency in speaking, listening, reading and writing without compromising academic performance by their involvement in a dual language program. Likewise, the English language learners will develop high levels of speaking, listening, reading, and writing ability in their native language without foregoing its development as they accelerate their English language development.

Because it is essential to have a community of parents that is committed to the program and work collaboratively with teachers and staff to strengthen it, we continue to build on our current parent involvement activities. A Saturday Family Academy will be expanded to support all parents. The Parent Library program installs parental skills directly related to parent-child relationships, promotes independent learning, personal involvement and capacitates parents to better prepare their children to learn. Ongoing workshops include second language lessons in Spanish and English so that parents can become familiar with both the language their child is learning and the process of second language acquisition. An additional resource for parents of dual language students is our bilingual children's library collections.

Parent orientations are provide for newly enrolled kindergarten and first grade dual language students/parents by the parent and dual language coordinators. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to Parent-teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

D. Professional Development and Support for School Staff

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

1. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by the Bilingual Coordinator, Children First Network and the NYCDOE Office of English language learners. Workshops and conferences have included: Designing Exemplary practices for ELLs, Beyond Assessment: Data Driven Instruction for ELLs, Providing Native Language Support to ELLs, Content Area Strategies for the Mainstream Teacher of ELLs and Improving ELL Outcomes. Other in-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Skills Tutor, Destination Math/Reading, Renzulli Learning and Rosetta Stone. Students use technology to accelerate their English language development. On the other hand, teacher training on Promethean white boards increases the resources that teachers have to differentiate instruction.

2. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that help them make the right choices.

3. The minimum 7.5 hours of ELL training is given for all staff as needed. Every year, the Bilingual Coordinator and/or ESL teacher, and Children First Network and the NYCDOE Office of English language learners provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.

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?

Questions 1 and 2

Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent and the Bilingual Coordinators to provide them with information about the Dual Language and ESL programs at P.S. 145. Parents are informed of program descriptions, instructional requirements and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under Part 154, parents of newly enrolled ELLs are also invited in the Fall and Spring semesters to Parent-Teacher Conferences to discuss student performance. Information shared with parents of ELLs includes: The Language Allocation Policy; the NYSESLAT, ELA, Math, and the Science state tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly PA (Parent Association) meetings and workshops. For example: computer workshops include Creating GoogleDocs, Getting to know Renzulli, Using My Skills Tutor and Destination Read/Math. All parents are also trained to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday Family Academy, holiday celebrations, NY Cares, school assemblies, and graduation ceremonies.

Flame's academic program and Attanasio's Dual language libraries were purchased to increase bilingual resources for parents. Flame's parent library program installs parental skills directly related to parent-child relationships, promote independent learning, personal involvement, and capacitate parents to come to school better prepared to learn. Our dual language parent library offers additional resources for parents, especially, for parents of children in the dual language program.

3. Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration do every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

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)	6	6	5	5	4	5								31

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	8	6	1	8								28
Advanced (A)	2	0	7	2	11	11								33
Total	9	10	20	13	16	24	0	0	0	0	0	0	0	92

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	5		14
4	8	10	1		19
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		7	1	4				15
4	7	1	8	1	4	2		1	24
5									0
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	1	7	1	8	3			23
8									0
NYSAA Bilingual Spe Ed									0

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

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

A review and analysis of the assessment data:

1. We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, ECLAS 2 and students' math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others. The second language of the EP in the Dual Language program is assessed through ESTRELLITA assessments for Native Language Arts.

Questions 2,3,4,5

Specifically, the NYSESLAT provides us with in depth information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

We have a total of ninety-three (92) English language learners broken down as follows: 27 in General Education 30 in ESL Self-contained and 13 in ICT classes. There are eleven (12) ELLs in Special Education self-contained classes. The language proficiency levels of our ELL student population is broken down as follows:

Test Scores of All Students

Grades K-5	Beginner	Intermediate	Advanced
Grade K= 9	3	3	3
Grade 1=10	6	4	0
Grade 2 =20	5	8	7
Grade 3 =13	5	6	2
Grade 4 =16	4	1	11
Grade 5 =24	5	8	11

Total = 92 28=30 % 30=33% 34=37 %

The above LAB-R and NYSESLAT results are used to plan classroom and program instruction. Students who are beginners or intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified teacher.

Most English language learners at the advanced level are in fourth and fifth grades, at the intermediate level are in second and third grades, and at the beginner level are in first grade. Home languages include a majority of Spanish speaking students. Also, there are some Arabic, Haitian Creole, French and TWI speaking students.

Although ELLs are making steady gains on the NYSESLAT, after looking at students in all programs at PS145M (ESL Self-contained, ICT, General Ed and Special Ed Self-contained) the data shows that across programs and grade levels in reading and writing is where

students are having the most difficulties. This correlates with research findings which indicate that productive skills in language acquisition take longer to acquire. It is interesting to note that the majority of our ELL students in fourth grade ESL Self-contained, ICT and General Ed classes scored at an advanced level in the reading and writing English language modalities, and so did fifth graders in ESL Self-contained and General Ed classes. In addition, the reports show that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam. In fact, the majority of these advanced students scored at level 2 or above on the NYS ELA, Math and Science assessments. It was also noticeable that former ELL students are often outperforming the non-ELLs students across the grades.

On the other hand, most ELLs in third grade, and in fourth/fifth grade Special Ed Self-contained and ICT classes scored at beginner or intermediate levels in reading and writing. Our intervention services are mainly focused on the aforementioned areas and on the newcomers.

In the listening and speaking modalities most ELL students scored at advanced or proficient levels, however, newcomer ELLs across the grades scored at the beginner or intermediate levels. NYSESLAT scores also indicate that many ELLs with disabilities are at advanced or proficient levels in listening and speaking, however, they scored at the beginning and intermediate levels of language acquisition in reading and writing. Beginner ELLs taking the ELA after one year are mostly scoring at level 1; however, these students are making better progress in Math and Science.

The overall performance data on the ELA, Math and Science assessments shows that our ELL population needs to work on their linguistic and cognitive/academic language skills in the four English language modalities along with test taking strategies. Therefore, all teachers are focusing on these areas in their classroom instruction. The performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at PS145M engage in rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, extended day, and the Saturday CALLA program.

The implications for the school's LAP and instructional policies are derived from the strengths and needs noted in the NYSESLAT along with many other formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, extended hours and the Saturdays CALLA program. We also offer additional support in listening and speaking language development for newcomer and SIFE ELLs including an increased use of technology resources in the classroom, the computer lab and our multimedia center. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level. Especially, school leadership and teachers of ELL students in grades 3, 4 and 5 use the results of the NYSESLAT periodic assessments, the ELA and Math predictives in ACUITY, the data analysis on NY Start along with formative assessments for future planning and the implementation of intervention supports. In the lower grades, teachers of ELLs use the LAB-R, NYSESLAT, ECLAS-2 and many other formative assessments (i.e. Treasures literacy benchmark and unit tests, reading and writing logs; and Everyday Math unit assessments, classroom observations and math logs) to inform instruction. Again, all ELLs receive the interventions supports as needed.

To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, our plan includes the following:

- Collaboration between classroom, content area and ESL/bilingual teachers to create an integrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
- Analyze our Ells' performance data through ARIS to make sound educational decisions.
- ESL/bilingual and cluster teachers will implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
- Ensure that teachers analyze and use all available data that help identify students' strengths and weaknesses to differentiate instruction.
- Use of bilingual dictionaries and content area glossaries, especially, in grades 3, 4 and 5.
- Provide and encourage teacher participation in professional development opportunities focusing on instructional strategies for ELLs and technology standards-based online programs.

6. The success of the bilingual program at PS 145 is measured based on ELL students' NYSESLAT results, their movement from one proficiency level to other, and across the four English language modalities. Also, we analyze all data available across the grades, for example, results of ECLAS 2, Math and ELA predictives, among others. We expect all ELLs to make yearly academic progress on all State and Citywide assessments in literacy, math and the content areas as well as on the NYSESLAT.

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.

Empty space for additional information.

Part VI: LAP Assurances

School Name: <u>Magnet School for Tech & Comm</u>			School DBN: <u>03M145</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ivelisse Alvarez	Principal		10/25/11
Loushonda Mack	Assistant Principal		10/25/11
Carlos Salamanca	Parent Coordinator		10/25/11
Barbara Iglesias	ESL Teacher		10/25/11
Christine Padilla	Parent		10/25/11
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

School Name: Magnet School for Tech & Comm

School DBN: 03M145

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Andres Reyes	Guidance Counselor		10/12/11
Renardo Wright	Network Leader		10/12/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M145 **School Name:** The Bloomingdale School

Cluster: 402 **Network:** 3

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.

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. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 85% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The Bilingual Coordinator, Parent Coordinator, Secretaries and Administration are bilingual and share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner. We have also a rising need for the translation of information into Haitian Creole and Russian. (Six Families).

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.

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. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, the school's NYCDOE website and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.

Part B: Strategies and Activities

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

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material

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>.

Oral Language interpretations will be provided by staff members and parent coordinator for the Chinese, Spanish and Haitian Creole. Parent Volunteers will interpret the Russian.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent forms and safety.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 145M The Bloomingdale School	DBN: 03m145
Cluster Leader: Chris Groll	Network Leader: Sandra Letrico
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>2</u>

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: Funding will be used to support 60 ELL/SWDs in Grades 2, 3,4, and 5 with additional time on task in cognitive academic language learning and development of reading, writing, listening and speaking in the content areas . ELL/SWDS will receive additional reinforcement in linguistic and academic skills through ESL teaching strategies, and webbased tutoring. Five (5)ESL/Bilingual certified teachers will provide the supplemental and direct services for 5 hours (Friday and Saturday) for 8 weeks (40 Hours) to the 60 ELL students.The CALLA afterschool will take place after school (2hours)and Saturday (3hours). SkillsTutor and Imagine ESL Webbased programs will be used to engage students in contextualized listening, reading and writing skills development in math and social studies content. Both systems provide individualized tracking and reporting of skills and language development. National Geographic Magazines will be use for content based reading, speaking and writing in informational text. Students will be required to develop 2 independent investigatory projects of interest which involve research, use of technology and oral presentation.

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: Five ESL/Bilingual Teachers will engage in an initial 3 hour planning session to review ELL achievement data and IEPs, profile student needs and strengths, develop 4 instuctional units and assessments incorporating linguistic and academic goals in the content area that will engage students in listening, speaking, writing, reading and use of the webbased SkillsTutor and Imagine Learning for ELLs/SWDs. Teachers will review the National Geographic Materials and plan for ESL scaldfolding strategies that will support the students to understand the content and engage students in diverse responses to the text in their learning logs and projects. Teachers will receive Professional development on Cognitive Academic Language teaching and learning for ELLs, use of SkillsTutor and ImagineLearning . Principal and Bilingual Coordinator will facilitate planning and training sessions.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs/SWDs will be provided with 2 Hour training sessions on the use of SkillsTutor and Imagine Learning to be used at home or library for independent work with students. Additionally the parents will be provided with guidance on the citywide expecatations for meeting the CCLS and its impact on the ELLs/SWD. The Bilingual Coordinator and Parent Coordinator will backback bilingual notifications on school parent bilingual calendar , principal letters and phone calls.

Part E: Budget

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

Allocation Amount: \$0

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

