



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BILINGUAL BICULTURAL MINI SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 4M182

PRINCIPAL: ANDREA HERNANDEZ

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SUPERINTENDENT: LUZ CORTAZZO

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
Andrea Hernandez	*Principal or Designee	
Rachel Berrios	*UFT Chapter Leader or Designee	
Irimar Ojeda	*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	
Marisa Morales	Member/Teacher	
Diana Gomez	Member/Teacher	
Carmen Rodriguez	Member/Teacher	
Beatriz Soria	Member/Parent	
Esperanza Alejo	Member/Parent	
Caritina Pamuceno	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, student progress will increase as compared to 2012 progress performance of 31.5 .

By June 2013, 62% of all students in grade K will achieve grade level standard or above as measured by the Fountas & Pinnell Reading Assessment

By June 2013, 63% of all students in first grade will achieve grade level standard or above as measured by the Fountas & Pinnell Assessment

By June 2013, 70% of all students in grades 2-5 will move up 2 to 3 independent levels as measured by the Fountas & Pinnell Assessment

By June 2013, 65 % of all students in grade 3-5 will achieve grade level standard or above as measured by the Fountas & Pinnell Assessment.

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.

Student performance in grades 3-5 on the 2012 New York State ELA reported an increase from 58% in 2011 at level 3 and above to 60.8% at levels 3 and above in 2012. The results reflect an increase in performance not only in the objective portion of the test but also performance in the extended writing component. Comparing the Rigby Running Records Results from the Spring 2011 to the Fall 2012 administration, there was an increase in students at or above level in all grades with the exception of the ELLs in Second grade. These students showed a decrease of 15% of students at or above grade level in reading. The results point to continuing to build on the existing reading and writing curriculum to provide more opportunity for students to meet the more rigorous demands of the Common Core standards in literacy and informational writing across the grades. The Common Core Writing Standards expects” that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas and they should address demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” The new shifts in the Common Core Standards call for complex text, academic vocabulary, content-rich non-fiction and informational texts.

In the spring of 2012, the New York City Department of Education identified specific standards to be taught that would prepare students to read and comprehend informational text in content areas of study (social studies, and science) Teachers were expected to build on the work done during the 2011-12 school year by creating two units of study which will require a focus on reading informational text linked to standards1 and10 and another unit of their choice. More specifically, in grades 3-5 student s are expected to demonstrate understanding of text by referring to explicit details. In order to meet these instructional expectations for grades K-5 in our school, the students in grades K-2 will engage in asking and answering questions about details in informational text. In grades K-2 students will be expected to answer questions about key details in a text. Whereas, in grade 3 students will be expected to refer explicitly to the text to answer questions. Students in fourth and fifth grades will be expected to draw inferences from the text. The City Wide expectations also include students in grade s 3-5 explaining and summarizing key details from the text. Teachers in grade K-5 will integrate social studies content in the form of informational text for the read aloud, shared reading and independent reading.

Beyond meeting the Citywide expectations, it is our goal to provide opportunities for students to demonstrate what they learn through tasks that are performance based. Ultimately, the tasks will allow students to demonstrate independent transfer based on benchmarks and standards in the area of reading both literature and informational texts. In order to meet the citywide expectations, teachers will conduct assessments that will require students to utilize the skills and strategies through different components of the literacy period linked to the units of study in reading informational text and literature.

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.

- Sept – June: Teachers grade plan curriculum calendars aligned to the DOE Instructional Expectations and the Common Core Standards which include performance based tasks and assessments for each unit of study.
- All classes participate in 135 minutes literacy, program using the Reader’s and Writer’s Workshop Model with an optional component of Social Studies content being integrated into the literacy block with a focus on vocabulary, poetry and non-fiction aligning to the Common Core Curriculum Standards of 50% Non-fiction content and 50% Fiction content
- Academic After school for grades 3-5 in reading and math that begins in January and ends in March –Title I
- Assess and identify students for Tier II academic intervention from September to October.
- From October to June provide Tier I and Tier II Academic Intervention through the following programs; Wilson, Read Naturally, SRA Corrective Reading Kit and Reciprocal Teaching
- Monthly ELA Data Inquiry Team Meetings- Focused on vocabulary acquisition research and resources in order to publish a teacher’s handbook
- Three goals and objectives teacher conferences with the Principal and Assistant Principal throughout the year
- Three running records conducted throughout the school year
- Spanish Rigby For all Beginners and intermediate students
- QRI screening conducted by the Reading Specialist to attain more student data for AIS students
- Administer diagnostic testing with the following instruments: Acuity, and Continental Press E-LAP
- Monthly RTI Team Meetings to address referrals and plan Tier I and Tier II intervention
- Daily conferencing with students during independent reading and writing
- Independent reading period that increases 10 to 30 minutes by end of second grade and to 60 minutes by the end of 5th grade
- Wilson intervention program for mandated SETSS students
- Open Court Phonics Program for grades k-2
- Classroom Teacher provides TIER I activities in the classroom to differentiate for students who need additional support
- Teachers grade plan units of study aligned to the revised NYC DOE scope and sequence and the Common Core Standards which include performance based tasks and assessments for each unit of study.
- November-April: Title III After school Program
- September – June: Bilingual Transitional Program of instruction for all bilingual classes K-5
- Sept: Teachers examine results of the 2011-12 Progress Report
- Sept-June: Teacher and students establish goals for each student in reading, writing, social studies, science and math with benchmarks.
- Sept-June: Teachers’ conferences with students and more frequently with spotlight students.
- Sept-June: Teachers documenting feedback on student work- [Book Study of How to Give Effective Feedback](#)
- Oct-May: School Intervention Team meets monthly to discuss special education referrals meets monthly chaired by the School Social Worker
- Grade teams look at student work monthly using the Collaborative protocol.

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.

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- Parent Curriculum Night- October

- Parent Association Executive Board meets monthly with principal to develop agenda for general parent meetings
- Monthly General Parent Association Meetings
- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents
- Parent Teacher Conferences- Nov, March and June
- DOE School Environment Survey-March
- Schoolwide Parent Coordinator
- School Leadership Team- Meets Monthly
- Parent Association and Parent Coordinator Sponsored Workshops and Training
- Title I PA Committee Workshops
- 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; Workshop for Parents include Crochet Class, Healthy Cooking, Math, Reading/Writing, Science, Social Studies, Bullying, ARIS, English Class.

Budget and resources alignment

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

If other is selected describe here:

- Dept of Education Wellness Grant
- RESO Funding

Service and program coordination

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

- School Wellness Committee- (Mighty Milers Program, Youth Bucks Program, Tai Chi and Zumba, Program K-5)
- YMCA After school Program K-5
- Music Program K-5
- Visual Arts Program K-5
- Mount Sinai Pediatric Children's Clinic K-5
- Randall's Island dance Program- Grade 5
- Project Arts Dance Program K-5
- Breakfast and Lunch Program K-5
- Team Building Cluster Program K-5
- Schoolwide Attendance Incentive Program K-5

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 teachers in grades K-2 will develop and implement three units of study aligned to the selected common core standards in writing

By June 2013, all teachers in grades 3-5 will design and implement three performance based tasks that are aligned to the selected common core standards in writing.

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 Common Core Writing Standards expects” that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas and they should address demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.”

In the spring of 2011, the New York City Department of Education selected Common Core Standards in literacy with established instructional expectations for the 2011 – 12 school year. Teachers are expected to build on the work done during the 2011-12 school year by creating two units of study which will require a focus on reading informational text linked to standards1 and10 and another unit of their choice in 2012-13.

In order to meet the instructional expectations in 2012-13 for grades K-5, the students in grades K-2 will engage in composing a written response to informational text through group activities and with prompting and support”. Grades 3-5 will construct a written analysis of informational text or construct a written argument or opinion based on analysis of informational text. The writing tasks reflected in the units of study will also require students to refer to complex text and use tier II and Tier III vocabulary.

Beyond meeting the citywide expectations, it is our goal to provide opportunities for students to demonstrate what they learn through tasks that are performance based. Ultimately, the tasks will allow students to demonstrate independent transfer based on benchmarks for the grade. Students will be able to produce writing pieces on demand that meet the specifications of information al and narrative writing as well as the 6+1 traits of writing.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- 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.
- Sept – June: Teachers grade plan curriculum calendars aligned to the DOE Instructional Expectations and the Common Core Standards which include performance based tasks and assessments for each unit of study.
 - All classes participate in 135 minutes literacy, program using the Reader’s and Writer’s Workshop Model with an optional component of Social Studies content being integrated into the literacy block with a focus on vocabulary, poetry and non-fiction aligning to the Common Core Curriculum Standards of 50% Non-fiction content and 50% Fiction content
 - Academic After school for grades 3-5 in reading and math that begins in January and ends in March –Title I
 - Assess and identify students for Tier II academic intervention from September to October.
 - From October to June provide Tier I and Tier II Academic Intervention through the following programs; Wilson, Read Naturally, SRA Corrective Reading Kit and Reciprocal Teaching
 - Monthly ELA Data Inquiry Team Meetings- Focused on vocabulary acquisition research and resources in order to publish a teacher’s handbook
 - Three teacher goals and objectives conferences with the Principal and Assistant Principal throughout the year
 - Three running records conducted throughout the school year which includes reading non- fiction text as well as an optional writing on demand assessment

- Spanish Rigby For all Beginners and intermediate students
- QRI screening conducted by the Reading Specialist to attain more student data for AIS students
- Administer diagnostic testing with the following instruments: Acuity, and Continental Press E-LAP
- Monthly RTI Team Meetings to address referrals and plan Tier I and Tier II intervention
- Daily conferencing with students during independent reading and writing
- Independent reading period that increases 10 to 30 minutes by end of second grade and to 60 minutes by the end of 5th grade
- Wilson intervention program for mandated SETSS students
- Open Court Phonics Program for grades K-2
- Classroom Teacher provides TIER I activities in the classroom to differentiate for students who need additional support
- Teachers grade teams plan units of study aligned to the revised NYC DOE scope and sequence and the Common Core Standards which include performance based tasks and assessments for each unit of study.
- November-April: Title III After school Program
- September – June: Bilingual Transitional Program of instruction for all bilingual classes K-5
- Sept: Teachers examine results of the 2011-12 Progress Report
- Sept-June: Teacher and students establish goals for each student in reading, writing, social studies, science and math with benchmarks.
- Sept-June: Teachers’ conferences with students and more frequently with spotlight students.
- Sept-June: Teachers documenting feedback on student work and book study of How to Give Effective Feedback To Your Students
- Oct-May: School Intervention Team meets monthly to discuss special education referrals meets monthly chaired by the School Social Worker
- Grade teams look at student work monthly using the Collaborative protocol.

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 Curriculum Night- October
- Parent Association Executive Board meets monthly with principal to develop agenda for general parent meetings
- Monthly General Parent Association Meetings
- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents
- Parent Teacher Conferences- Nov, March and June
- DOE School Environment Survey-March
- Schoolwide Parent Coordinator
- School Leadership Team- Meets Monthly
- Parent Association and Parent Coordinator Sponsored Workshops and Training
- Title I PA Committee Workshops
- Conduct monthly 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

Budget and resources alignment

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

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

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

If other is selected describe here:

- Dept of Education Wellness Grant
- RESO Funding

Service and program coordination

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

- School Wellness Committee- (Mighty Milers Program, Youth Bucks Program, Tai Chi and Zumba, Program K-5)
- YMCA After school Program K-5
- Music Program K-5
- Visual Arts Program K-5
- Mount Sinai Pediatric Children's Clinic K-5
- Randall's Island dance Program- Grade 5
- Project Arts Dance Program K-5
- Breakfast and Lunch Program K-5
- Team Building Cluster Program K-5
- Schoolwide Attendance Incentive Program K-5

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, students' performance in grades 3-5 on the New York State Mathematics Exam will increase as compared to performance in 2012.
- By June 2013, all teachers in grades K-2 will design and implement two performance based tasks aligned to the selected common core standards and the New York City Department of Education Instructional Expectations in Mathematics
- By June 2013, all teachers in grades 3-5 will design and implement two performance based tasks that are aligned to the selected common core standards and the New York City Department of Education Instructional Expectations in Mathematics

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.

Our school's performance in the 2012 New York State Mathematics exam showed an increase. Like many other schools, the change in scale scores impacted our results. We evidenced a decline in both 2010 and 2011. 72% of students in grades 3-5 achieved a level 3 or above and in the following year 64% scored at levels 3 or above. This drop in performance required analysis to determine its cause and to develop a plan of action. Our plan of action will include alignment to the Common Core Standards in Mathematics and implementation of the Department of Education Instructional Expectations for 2012-13 school year. Therefore, our citywide expectations state that we will focus on the domains of focus in math for each grade level. Furthermore, all math units are developed with the 6 Shifts and the 3 Shifts in mind. The link between shifts and unit plans for each grade level will be apparent.

The Common Core Standards describe expectations for all students to develop expertise in the processes and proficiencies in mathematics learning. To meet this goal the Department of Education has defined instructional expectations for all grades. These expectations will require students "to engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution." These performance tasks mirror the extended response component of the New York Mathematics tests. The expectations around our math units of study will be aligned to the common core standards by our focus on the domains of focus as stated above.

By aligning units of study to the Common Core Standards and developing grade level performance tasks and assessments, math learning will become more focused and coherent which will lead to a deeper understanding of mathematical practices and content while also providing opportunities for students to demonstrate their mathematical knowledge and skills in this discipline, Structuring mathematical learning around these two constructs will give students more access to achievement and ultimately translate into improved performance on standardized tests, Our goal is to strengthen our student's understanding and competence in mathematics to that they are college and/or career ready.

Instructional strategies/activities

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

- Sept. – Oct.: Daily 90-135 minute block of instruction daily that features components of the workshop model
- Classroom teacher provides TIER 1 activities in the classroom to scaffold for students who need additional support
- Nov. – March: Title III After school program

- Sept. – June: Bilingual Transitional Program of instruction for all bilingual classes K-5
- Sept.: Teachers examine results of the 2011-12 Progress Report
- Sept. – June: Teacher and students establish goals for each student in reading, writing, social studies, science and math with benchmark.
- Sept. – June: Teachers' conferences with students in math and more frequently with spotlight students.
- Sept. – June: Teachers documenting feedback on student's performance tasks
- Oct. – May: School Intervention Team meets monthly to discuss special education referrals meets monthly chaired by the school's social worker
- Sept. – June: Teachers grade teams plan curriculum calendars aligned to the Common Core Standards and the DOE Instructional Expectations which include performance based tasks and assessments for specific units of study in mathematics.
- Sept. – June: Grade level inquiry team meetings to analyze student work and assessments data. Team also identifies TIER I and TIER II services needed for spotlight students.
- Sept. – June: Math cluster program for grades K-5.

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 Curriculum Night- October
- Parent Association Executive Board meets monthly with principal to develop agenda for general parent meetings
- Monthly General Parent Association Meetings
- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents
- Parent Teacher Conferences- Nov, March and June
- DOE School Environment Survey-March
- Schoolwide Parent Coordinator
- School Leadership Team- Meets Monthly
- Parent Association and Parent Coordinator Sponsored Workshops and Training
- Title I PA Committee Workshops

Budget and resources alignment

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

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

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

If other is selected describe here:

- Dept of Education Wellness Grant
- RESO Funding

Service and program coordination

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

- School Wellness Committee- (Mighty Milers Program, Youth Bucks Program, Tai Chi and Zumba, Program K-5)
- YMCA After school Program K-5
- Music Program K-5
- Visual Arts Program K-5
- Mount Sinai Pediatric Children's Clinic K-5
- Randall's Island dance Program- Grade 5
- Project Arts Dance Program K-5
- Breakfast and Lunch Program K-5
- Team Building Cluster Program K-5
- Schoolwide Attendance Incentive Program K-5

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, 88.5% of students in grade 4 will perform at level three or above on the New York State Science Exam.
- By June 2013, all students will show evidence of mastering basic scientific knowledge, concepts and vocabulary as defined by the Common Core Standards and the NYC DOE Scope and sequence guide as demonstrated by student journal, weekly labs with experiments and two end of unit performance base assessments.

Comprehensive needs assessment

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

Student performance in grade 4 on the 2012 New York State Science Test reported that 88% of students scored at level 3 or above. The results also reflected over 90% of students scoring at level 3 or above on the performance component of the test. The result point to an effective science program in our school that engages students in gaining knowledge and learning experiences through science inquiry and process. In order to sustain and build on these significant results, our science curriculum will be aligned not only to the DOE Scope and Sequence guide but also to the Common core Standards.

In order to meet the 2012 NYC DOE instructional expectations for grades K-5, the students in grades K-2 will engage in reading and writing about science. Units of study will emphasize the instructional shifts which include students learning through domain specific texts in science by reading and writing grounded in evidence from text and also building academic vocabulary (TIERII words). Our goal is to provide opportunities for students to demonstrate what they have learned in science through tasks that are performance based. These performance based tasks will provided activities that are hands-on, authentic, open ended, cognitively challenging, accessible to all students and include feedback for both teachers and students. Ultimately, these tasks will allow students to demonstrate independent transfer based on benchmark and standards in the area of literacy and science in order to meet the citywide expectations and the implementation of Common Core 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.
- Sept-June: Teachers developed hands-on inquiry based lessons in their grade level meetings that include the following process skills(as developmentally appropriate): Classification; communication; compare and contrast; creating models; gathering; organizing nad interpreting data; generalizing; identifying variable; inferring; making decisions; manipulating materials; measuring; observation and predicting based on the use of curriculum materials from Hardcourt textbooks and trade books.
 - Sept-June: Include science trade books to focus on reading and writing during the daily science period.
 - Sept-June: Teachers grade plan curriculum calendars aligned to the revised NYC DOE scope and sequence and the Common Core Standards which include

performance based tasks and assessments for each unit of study.

- Oct.-June: Class trips to science museums to increase science literacy.
- Nov.-June: Teachers develop learning to include science center area with evidence that will simulate experiences as seen in the ELSE performance assessment for fourth grade students. This will provide the knowledge of scientific principles so general education sub-groups students can explore, analyze and interpret scientific processes and phenomena.
- Sept.-June: Physical education cluster program with a focus on Health education K-5.
- November-March: Title III After School Program
- October –May: Identify grade level spotlight students’ performance on ELA Math based on item analysis, running records, on student work. These students will receive TIER I intervention in the classroom.
- October-May: After referral to monthly RTI committee, program TIER II services to identified students.
- September-June: Mandated SETTS Services for IEP students.
- Sept.-June: Bilingual Transitional Program of instruction for all bilingual classes K-5.
- Sept: Teachers examine the results of the 2011-2012 Progress Report.

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.

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- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents
- Parent Teacher Conferences- Nov, March and June
- DOE School Environment Survey-March
- Schoolwide Parent Coordinator
- School Leadership Team- Meets Monthly
- Parent Association and Parent Coordinator Sponsored Workshops and Training
- Title I PA Committee Workshops
- 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 and The Parent Association will work together to 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.

Budget and resources alignment

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

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

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

If other is selected describe here:

- Dept of Education Wellness Grant
- RESO Funding

Service and program coordination

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

- School Wellness Committee- (Mighty Milers Program, Youth Bucks Program, Tai Chi and Zumba, Program K-5)
- YMCA After school Program K-5
- Music Program K-5
- Visual Arts Program K-5
- Mount Sinai Pediatric Children's Clinic K-5
- Randall's Island dance Program- Grade 5
- Project Arts Dance Program K-5
- Breakfast and Lunch Program K-5
- Team Building Cluster Program K-5
- Schoolwide Attendance Incentive Program K-5

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • A review and analysis of data is conducted in order to identify students in need of AIS support. This includes data from running record assessments and other formative and summative data. • Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified. • Several research-based intervention programs are used to support students in reading. In previous years Reading Recovery teachers provided at-risk first graders with daily individual specialized support. Due to continued budget constraints, the Reading Recovery program remains on hiatus. The program will be reestablished once budget allocations are restored. The Wilson Reading Program is used to improve decoding skills and Read Naturally supports students in becoming fluent readers. Guided Reading groups are 	<ul style="list-style-type: none"> • The work of the Response to Intervention team has been strengthened in terms of Tier I support. The Rtl team may support a teacher in developing a more specific intervention plan for an at risk student. Because of more focused and intensified differentiation, fewer numbers of students are being identified in need of Tier II support. • When a student needs more intensified academic intervention, student needs are reviewed by the Rtl Team in conjunction with the classroom teacher. An Intervention Plan is developed which includes specific goals. Timelines are established to support monitoring of student progress. Targeted students are scheduled for Tier II services according to their individual needs. • Budget constraints have impacted the number of academic intervention providers available to support student progress. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students on their 	<ul style="list-style-type: none"> • Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to the Response to Intervention Team (Rtl). • Additionally, an academic after school program supports targeted students.

	<p>established to provide both Tier I and Tier II support.</p> <ul style="list-style-type: none"> An action research team as part of data inquiry has successfully used Reciprocal Teaching to improve reading comprehension with a specific cohort of students from grades 3 through 5. Reciprocal Teaching continues to support targeted students. The 2012-2013 school year has intensified its focus on vocabulary. Reciprocal Teaching focus on Clarifying will be a strong focus for interventionists. 	<p>designated grade team level. Tier II and Tier III intervention services are provided during the school day in individual or small groups. It should be noted that while this model has realized success, the numbers of students that can be targeted remains low.</p> <ul style="list-style-type: none"> Intervention Plans are developed and student progress is closely monitored by the classroom teacher and the Response to Intervention Team. All AIS providers are using the Common Core Learning Standards for English Language Arts & Literacy in order to identify where on the grade continuum breakdown in learning has occurred. This supports developing highly specific plans for all students in need of Tier I, II and III services. 	
<p>Mathematics</p>	<ul style="list-style-type: none"> In order to identify students who are in need of AIS support, a complete review and analysis of data is conducted. Grade level inquiry teams meet to discuss student performance on the grade level. Differentiated activities from Marilyn Burns "Do the Math" is one resource used to support the intervention plan. Targeted students receive support in foundational skills and in performance based activities. Staff development in Aleks (Assessment & Learning in Knowledge Spaces) has been initiated in order to launch a universal screening for math. 	<ul style="list-style-type: none"> Students in need of academic intervention services are identified. Teachers provide Tier I individual and/or small group differentiated instruction for children struggling with mathematics in their classroom. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to the Response to Intervention Team (RTI). 	<ul style="list-style-type: none"> Budget constraints have impacted the number of mathematics academic intervention providers. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students on their designated grade team level. Tier II and Tier III intervention services are provided during the school day in individual or small groups. Intervention Plans are developed and student progress is closely monitored by the classroom teacher and the Response to Intervention Team. Once again it should be noted that while this model has realized success, the number of students that can be targeted remains low.

	<ul style="list-style-type: none"> The work of the Response to Intervention team has been strengthened in terms of Tier I support in not only Literacy but in Mathematics as well. The RTI team may support a teacher in developing a more specific mathematics intervention plan for an at-risk student. Because of more focused and intensified differentiation, fewer numbers of students are being identified in need of Tier II mathematics support. 		
Science	<ul style="list-style-type: none"> Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Science. Teachers set individual goals for targeted students, and monitor progress according to established timelines. 	<ul style="list-style-type: none"> Science support can occur in Tier I, II, and III as part of the Literacy program. 	<ul style="list-style-type: none"> The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Science within the classroom.
Social Studies	<ul style="list-style-type: none"> Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Social Studies. Teachers set individual goals for targeted students, and monitor progress according to established timelines. 	<ul style="list-style-type: none"> The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Social Studies. 	<ul style="list-style-type: none"> Social Studies instruction is embedded in the Literacy block. Tier I, II and III academic intervention will occur as part of the literacy program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Fountas & Pinnell Assessment System Professional Development for classroom teacher K-5- December-January Sixteen of the twenty five members of our teaching staff have been teaching in our school for a minimum of ten years. Furthermore, the school's administrative staff, the principal, assistant principal, and dean were classroom teachers for a minimum of 10 years prior to assuming their administrative positions.

We attribute the high retention rate of our teaching staff to the strong professional development program, which addresses teacher needs, and strengths, as well as a strong mentoring program. Our partnership with the City University of New York student teaching program contributes to our recruitment efforts. In addition, the principal and assistant principal are instrumental in building capacity within the staff. Teachers are afforded opportunities to chair committees, spearhead new instructional approaches, and conduct primary research on the best teaching techniques currently available. Lastly, but very important there is shared vision among staff that sustains staff stability.

Our staff is almost entirely bilingual and bicultural, and most have spent the majority of their careers at BBMS. Many of our teachers and administrators have educated generations of families which has created a true sense of community and has fostered trust and confidence in our ability to educate and care for their children. This sense of community is reflected in the number of years the majority of the staff has served this school community.

Regarding teacher assignments, teachers are given a preference sheet at the end of the school year and through administrator and teacher dialogue, teacher assignments are made. The goal of this process is to ensure that all teacher assignments are made so that students will most benefit from the teacher's experience, qualifications and expertise.

Currently 100% of all teaching staff is highly qualified.

The following professional development will take place throughout the school year.

- October –June: Five informal visits referencing three components of the Charlotte Danielson Teaching Framework(IE-Designing Coherent Instruction, 3B-Questioning and Discussion ,and 3C-Assessment) followed by feedback conference
- ELA Inquiry Teams composed of several staff members. The team's focus is on developing a teacher handbook on vocabulary development based on the latest research and resources to strengthen our current vocabulary program..
- A behavior management team composed of several teachers was formed this year to study different behavior theorist to eventually draft a school wide behavior management plan.
- CFN Network support in grade teams creating units of study in literacy and math that meet the Common Core Standards and the DOE Citywide Instructional Expectations for 2012-13 school year. A network achievement coach meets two-three times a month with the grade team to assist in the planning of the units of study by providing resources and technical support.
- A school collaboration team was formed to meet the NYC DOE special reforms for 2012-13 school years. The team meets to discuss IEP services and monitor progress of student with IEPs. The goal of the team is to continue to developing school resources (programming, services and certified personnel) that will meet the needs of all IEP students.
- Professional development sessions focused on Questioning and Discussion Techniques-Session will be devoted to the attributes of this component in Danielson's Framework through classroom observation and video observations on ARIS
- Oct. – May: Three goals and objectives teacher conferences with Principal and Assistant Principal
- Sept-June: two to three weekly scheduled grade level inquiry teams which consists of specific instructional planning activities. Each grade team consists of grade teachers and support staff .The teams plan units of study that include the Dept of Education Instructional Expectations aligned to the Common Core Shifts in English Language Arts and Mathematics, use a protocol to look at student work, and a book study on student feedback.
- Teachers are invited to attend monthly Response to Intervention Meetings to help formulate action plans for recommended students. Oct-June
- IPE team trained all teacher in the use of the SESIS system that documents all activity related to special education services for students with IEPs June 2012- January2013
- NYC DOE or CFN Network training offerings and workshops (Respect For All Training, ELA & Math Common Core Standards, Charlotte Danielson Teaching Framework, Performance Based Assessments, Response to Intervention, Special Education Reforms)
- Book Study- How to Give Effective Feedback to Students- Grade facilitators will conduct the book study from September -June

**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, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; Workshop for Parents sponsor by Parent Association, Parent Coordinator and Title I, September to June.
- 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; Parent Association, SLT Team, Title I ,Learning Leader and Volunteer.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Curriculum Night (September), Parent-Teacher Conference (Nov-March-June)
- providing assistance to parents in understanding City, State and Federal standards and assessments; Monthly General Meeting of PA, Workshop for Parents and District 4 meeting.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; Monthly Calendar, Flyer, Email, Social Network, Global Message in English and Spanish.
- 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; SLT Team Monthly Meeting.
- 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; Workshop for Parents include Crochet Class, Healthy Cooking, Math, Reading/Writing, Science, Social Studies, Bullying, ARIS, English Class.
- 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 and The Parent Association will work together to 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 monthly 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; Curriculum Night (September), Parent-Teacher Conference (Nov-March-June) monthly General PA Meeting, Workshops.
- 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; September General Meeting.
- 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; Book fair, Workshop for Parents.
- 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; Thanksgiving-Christmas Lunch, Woman Day-Health Fair, Teacher's Day, Mother's Day, Children's Day, Family Movie Night.
- 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; PA Email and Social Network.
- 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.

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester (Nov-March-June) 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; (September).
- 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 Lucius Young	District 04	Borough Manhattan	School Number 182
School Name P.S.182 - BBMS			

B. Language Allocation Policy Team Composition

Principal Andrea Hernandez	Assistant Principal Wanda Fontanez
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area Jennifer Martinez	Parent Beatriz Soria
Teacher/Subject Area Josefina Cabrera	Parent Coordinator Maria Torres
Related Service Provider Rachel Jimenez	Other type here
Network Leader Lucius Young	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	361	Total Number of ELLs	107	ELLs as share of total student population (%)	29.64%
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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. 

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

When a parent arrives to the school with their child for registration there is a parent interview in English or in the native language given by the assistant principal, Wanda Fontanez and the parent coordinator, Maria Torres. The parent is given the Home Language Identification Survey (HLIS) in their native language. The student is interviewed and given a short assessment to determine academic language and potential placement. After the student is enrolled and it is determined that he may be an English Language Learner, a language assessment called the LAB-R is administered within ten days by the testing coordinator, Diana Guiterman. If the student scores at or below the cut score, he is considered Limited English Proficient and is entitled to bilingual services. Then the Spanish LAB is administered to determine language dominance. In the spring, the NYSESLAT is administered to determine the students' English proficiency levels in the areas of Reading, Writing, Speaking, and Listening. Teachers and support staff review the RLAT report from the administrative system called ATS to annually evaluate ELLs and determine short term and long term goals for these students.

2. What structures are in place at your school to ensure that parents understand all three program choices.

The structures that are in place to ensure that parents understand the three program choices for English Language Learners are the parent interview during registration process, a general parent meeting during the month of September, and periodic notices sent home. When necessary, outreach is made through phone communication.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

Our school ensures that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned by assigning the parent coordinator, Maria Torres, to distribute materials to our ELL parents. Follow up calls are made by office personnel. If forms are not returned, the default program for ELLs is the Transitional Bilingual Education Program as per CR Part 154.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.

The criteria and procedures used to place identified ELL students in bilingual programs is to review the Home Language Survey, review the performance on the initial student assessment administered by the assistant principal, and consult with the parent in their native language during the parent interview. Parents are informed of the students' performance in the initial assessment and the programs available in the district as well as the programs available in our school. All verbal communication with parents is done in their native language which is usually Spanish by Spanish speaking staff members. Written communication is translated by the assistant principal, Wanda Fontanez and the parent coordinator, Maria Torres.

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?

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that 95% of the parents choose to place their students in a Transitional Bilingual Education program. The remaining 5% choose Freestanding English as a Second Language.

6. Are the program models offered at your school aligned with parent requests?

Yes, the program models offered in our school are aligned with parent requests. We currently have a Transitional Bilingual Education class in every grade level from Kindergarten to Fifth Grade. We also have a title III English as Second Language after school program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	0
SIFE	6	ELLs receiving service 4-6 years	89	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	89	6	0	18	0	0	0	0	0	107

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL										0
Total	89	6	0	18	0	0	0	0	0	107

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	16	21	21	21	17	11	0	0	0	0	0	0	0	107
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	16	21	21	21	17	11	0	107						

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																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. How is instruction delivered?

a. What are the organizational models?

Our organizational model is composed of six grades (kindergarten through fifth grade). On each grade there are three homogeneous classes which are English Language Learners, English Dominant, and Gifted and Talented. In each ELL class there is one licensed classroom teacher and one full time Bilingual Pupil Service Intern that is preparing to be a classroom teacher. The BPS intern co-teaches with the classroom teacher in a push - in model.

What are the program models?

Our program model is a block model where our ELL students remain together as a class throughout the school day. These classes consists of students with mixed proficiency levels, who are grouped according to need.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the proficiency levels in each program model?

The organization of our staff ensures that students receive the mandated number of instructional minutes by allotting time for curriculum planning, meeting with teachers to discuss goals and objectives, and scheduling observations throughout the school year.

In grades K and 1, we will be following the mandated model, 25% instruction in English, 75% of instruction in Native Language Arts (Spanish).

In grade 2, we will be adhering to the 50-50 model, 50% instruction will be in English and 50% will be in the native language, which is Spanish.

In grades 3 through 5, we will be following a 75 – 50, 75% will be in English, and 25% in the native language which is Spanish.

For newly arrived students in grades 2 through 5, differentiation is necessary. Students who are new to the U.S. school system, and score at the beginners' level in the LAB-R or NYSESLAT, will follow the beginner's model for language acquisition which is the 25-70 model.

They will receive 25% instruction in English and 75% instruction in their native language.

3. Describe how the content areas are delivered in each program model.

The content area is delivered in the following way on a daily basis:

Grades K – 2

A. Programming and Scheduling Information

A.M. Schedule

Readers' and Writers' Workshop – 90 minutes (Native Language)

One Cluster Period (Art, Music, Science/Technology, or Literacy) – 45 minutes

Materials: Leveled books in Spanish, El Cancionero (Poems & Songs), Spanish Big Books

Grades K – 2

P.M. Schedule

Math Workshop – 60 minutes (Native Language)

Materials: Everyday Math Spanish program

Social Studies - 30 minutes (ESL)

Science – 30 minutes (ESL)

Grades 3 – 5

A.M. Schedule

Readers' and Writers' Workshop – 120 minutes (English Language)

Materials: Leveled books in English, Charts, and conference books

Social Studies – 30 minutes (ESL)

Grades 3 – 5

P.M. Schedule

Math Workshop – 75 minutes (English Language)

Materials: Everyday Math

Native Language Arts – 60 minutes (Spanish Language)

Science – 30 minutes (ESL)

One Cluster Period (Art, Music, Science/Technology, or Literacy) – 45 minutes

4. How do you ensure that ELLS are appropriately evaluated in their native language?

Students are assessed in their native language through the administration of Rigby running records in Spanish, Math assessments in their native language, and the administration of ELE in the Spring.

5.. How do you differentiate instruction for ELL subgroups?

Differentiation for ELL subgroups and SIFE students is conducted in the following manner:

If the student is identified as an English Language Learner, the classroom teacher is given information obtained during the screening process in order to make appropriate instructional modifications. Our instructional plan for a student with interrupted formal education or SIFE include placement in a Transitional Bilingual Education class, working in small groups with classroom teacher and a bilingual paraprofessional, receiving intervention services such as AIS, and participation in an ESL After School program.

An ELL student who has less than three years (newcomers) will receive instruction in his native language by classroom teacher and Bilingual Pupil Services intern. Instructors will make lessons visual and kinesthetic through visual clues and hands on activities. In addition, Kindergarten through second grade, students receive extra help through an after school Title III ESL program. Students in third grade through fifth grade, who have been in the U.S. for more than one year, attend an Academic Math and Reading after school program to prepare them for the standardized exams.

Our plan for ELLs receiving services for 4 to 6 years is to provide continued support in a transitional bilingual class. The NYSESLAT is reviewed to determine English proficiency level and the areas of need. These students will work in a small group in the classroom with classroom teacher or an intern. They will also receive support in the Extended Morning School, AIS programs, and after school programs. Our long term ELL students remain in a bilingual class or are placed in a monolingual setting after meeting with the parent to discuss student progress and options available in the school. In addition, these students are identified through the Academic Intervention Team or the School Intervention Committee during their monthly meetings. Recommendations are made such as academic intervention services, “at risk” support services, extended morning classes, or after school classes. In addition, small group instruction in the classroom is provided. Students that are identified as having special needs are referred to the Response to Intervention Committee by the classroom teacher. This committee meets monthly to determine appropriate supports that can be given to students. Appropriate services are provided within the school as well as referrals to outside agencies. Every effort is made to provide services based on student needs before a Special Education referral is submitted. Some of the services that are provided are “at risk” services by a bilingual IEP teacher, bilingual speech and language therapy, “at risk” counseling, or academic intervention services.

Readers' and Writers' Workshop – 90 minutes (Native Language)

One Cluster Period (Art, Music, Science/Technology, or Literacy) – 45 minutes

A. Programming and Scheduling Information

Grades K – 2

P.M. Schedule

Math Workshop – 60 minutes (Native Language)

Social Studies - 30 minutes (ESL)

Science – 30 minutes (ESL)

Grades 3 – 5

A.M. Schedule

Readers' and Writers' Workshop – 120 minutes (English Language)

Social Studies – 30 minutes (ESL)

Grades 3 – 5

P.M. Schedule

Math Workshop – 75 minutes (English Language)

Native Language Arts – 60 minutes (Spanish Language)

Science – 30 minutes (ESL)

One Cluster Period (Art, Music, Science/Technology, or Literacy) – 45 minutes

4. How do you differentiate instruction for ELL subgroups?

Differentiation for ELL subgroups and SIFE students is conducted in the following manner:

If the student is identified as an English Language Learner, the classroom teacher is given information obtained during the screening process in order to make appropriate instructional modifications. Our instructional plan for a student with interrupted formal education or SIFE may include working in small groups with a bilingual paraprofessional, receiving intervention services such as AIS, or participating in an ESL After School program.

An ELL student who has less than three years of school will receive instruction in his native language by classroom teacher and Bilingual Pupil Services intern. In Kindergarten through second grade, students receive extra help through an after school Title III ESL program. Students in third grade through fifth grade, who have been in the U.S. for more than one year, attend an Academic Math and Reading after school program to prepare them for the standardized exams.

Our plan for ELLs receiving services for 4 to 6 years is to provide continued support in a transitional bilingual class. The NYSESLAT is reviewed to determine English proficiency level and the areas of need. These students will work in a small group in the classroom with classroom teacher or an intern. They will also receive support in academic intervention programs, and after school programs.

Our long term ELL students remain in a transitional bilingual class to receive the necessary language support. In addition, these students are discussed in the Response to Intervention meetings to determine the type of tier intervention that will be implemented. Teachers differentiate instruction, continually assess students, and work with support staff to provide intervention. If necessary students will be given "at risk services" or referred for an evaluation for special education to determine if the student has a learning disability.

6. What instructional strategies and grade level materials do teachers of ELL-SWDs use? Teachers of ELL-SWDs use instructional strategies such as the SIOP model, Reciprocal Teaching, and Total Physical Response. Teachers use materials such as Cartilla Fonética (K & 1st grade), Wilson Foundations (K through 3rd Grade), Rigbys On Our Way to English (K - 5th Grade), Wilson Reading System (3rd - 5th grade), SRA Corrective Reading Program (3rd - 5th Grade), SRA Math (K - 5th grade) and tiered activities from Math Advantage (K - 5th grade.)

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs by establishing grade level inquiry teams that meet from two to three times weekly. Classroom teachers, support staff, and administrators participate in the meetings to address the diverse needs of the students. The school also has a Response To Intervention team that meets monthly to discuss possible tier 1, tier II, and tier III interventions that would address specific student needs.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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.

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

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Describe your targeted intervention programs for ELLs.

Our targeted intervention programs for ELLs in ELA, math, and other content areas are the following:

Ells who have less than 3 years (newcomers) in grades kindergarten through fifth grade, work with a full time Bilingual Pupil Services paraprofessional in a small group to provide support in ELA, math, social studies, and science.

Students in kindergarten through fifth grade also receive Academic Intervention Services by reading and math specialist through a push – out program. These services are given in Spanish and English.

ELL students participate in an ESL after school program (10 students per class). Students who score at the beginners or intermediate level of the NYSESLAT receive these services. Students in grades Kindergarten to Second grade participate in this after school program from November to February. Students in grades 3 to 5 participate in the ESL after school from March to May. The ESL after school classes are conducted twice a week for 120 minutes.

Students in grades 3 to 5 also receive support in the area of literacy and math during the academic after school from November to March. Reading is taught in English in preparation to the NYS ELA and math is taught in both English and Spanish.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who have reached a proficiency level in the NYSESLAT will continue to receive transitional support. The school day will consist of 75% English instruction and 25% Native Language Instruction. Classroom materials will be made available in English as well as the native language. Test accommodations such as extended time is also provided for an additional two years.

10. What new programs or improvements will be considered for the upcoming school year?

This year teachers are integrating the common core standards in their planning, designing differentiated performance tasks, and developing curriculum maps that address the needs of English Language Learners and English Proficient Students. The SIOP model will be used to deliver effective sheltered instruction lessons to ELLs. They are also using Reciprocal Teaching methods to teach comprehension skills such as questioning, clarification, predicting, and summarizing.

11. What programs/services for ELLs will be discontinued and why?

All services and programs for ELLs will continue.

12. How are ELLs afforded equal access to all school programs?

ELLs participate fully in all school programs and activities. Teachers in all grade levels meet during common preps to plan curriculum and to ensure that there is equity throughout each grade level for all students. Teachers also plan extracurricular activities together such as trips, Mighty Milers, SPARK physical education program, and the UN Model.

13. What instructional materials, including technology, are used to support ELLs?

Materials such as trade books, text books, and magazine are provided in Spanish and English for ELLs. Students are able to research Science topics with the laptop during a technology cluster period. Our school has received a technology grant this year and we are in the

process of installing smart boards in every classroom to meet the diverse learning styles of our students.

14. How is native language support delivered in each program model?

In our transitional bilingual classes English Language Learners who are in the beginners' level receive 60% instruction in their native language which is Spanish. Students who have a proficiency level in English at the intermediate level receive 50% instruction in Spanish. Students at the advanced level receive 25% instruction in Spanish.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, required services support, and resources correspond to ELL's ages and grade levels. In every grade level from Kindergarten to Fifth grade there is a transitional bilingual class. Materials are provided in the students' native language and in English according to their instructional levels. Support services such as SETSS, Speech, and counseling are provided in Spanish and in English.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Students and parents receive an orientation upon registration by the assistant principal, Wanda Fontanez, and the parent coordinator, Maria Torres. Teachers provide an outline of the goals and objectives for the year, school policies, and school brochure. Information of after school programs are made available. Appointments for physicals are also scheduled for newly enrolled students by the school based Mt. Sinai Pediatrics Clinic.

17. What language electives are offered to ELLs.

Students in the transitional bilingual classes learn English as a second language. No other language electives are offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school.

ELL personnel receive ELL training in the following areas:

- Response to Intervention Workshop given by testing coordinator
- Common Core Standards given by CFN 408 specialist
- Performance Based Assessments given by CFN specialist
- Curriculum Mapping given by Aussie Consultant

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

The school's middle school liaison, teachers, parents and students attend meetings, fairs, and open houses to become aware of what each middle school in the district has to offer. Fifth grade support staff which include teachers, school social worker, and middle school liaison, meet with students to discuss possible schools that would the specific needs and interests of ELL students. Students receive guidance throughout the middle school choice process.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Our school provides ELL training during the November Staff Development Day and during monthly faculty meetings.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parent involvement in your school, including parents of ELLs.

Parents attend meetings hosted by the Parent Association. They also attend workshops that are scheduled by the Parent Coordinator. Parents are involved in organizing special events such as EL Dia de Ninos (Children's Day), Teacher Appreciation Luncheon, and Cinco De Mayo assembly program. Parents are also enrolled in GED classes and English classes conducted in the school building by an outside agency called Union Settlement.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, the school partners with Community Based Organizations such as Cornell University Cooperative Extension (Nutrition and Health Workshops), Metropolitan Hospital (Aids, Diabetes, Hypertension Workshops), NY Fire Department (Safety Workshops), Union Settlement (English Classes and GED Preparation), Violence Intervention Program (Domestic Violence Outreach), and Boriken Neighborhood (assistance in applying for government food and nutrition programs).

3. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through yearly Learning Environment Surveys, parent feedback during School Leadership Team meetings, and feedback from Parent Association meetings. From this feedback our school was able to develop workshops to assist parents connect to their child education such as navigating the DOE ARIS website, becoming familiar with the common core standards, and helping your child with literacy.

4. How do your parental involvement activities address the needs of the parents?

Parent involvement activities such as the GED classes and the English as a Second Language classes help parents to grow personally and academically. ELA Common Core Standards Workshops, Math Workshops, Literacy Workshops, and ARIS workshops help parents become aware of the academic needs of their children. The school's health fair, HIV/AIDS Workshop, asthma workshop, and other health related activities help parents become aware of issues that can affect the wellness of their families and promote healthy choices. Activities organized by the Parent Coordinator and sponsored by parents such as EL Dia de Ninos celebration, El Cinco de Mayo assembly program, and the Scholastic book fairs allow parents to develop leadership roles that benefit the school community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	4	5	1	2	2								22
Intermediate(I)	0	12	12	8	1	4								37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	6	8	6	9	9	6								44
Total	14	24	23	18	12	12	0	0	0	0	0	0	0	103

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	3	0	10
4	0	5	3	0	8
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	1		7		3		0		11
4	1		5		4		1		11
5	0								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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		5		2		11
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.

Paste response to questions 1-6 here

1. Students in the early grades who are identified as ELLs are assessed in literacy through ECLAS, EL SOL, and through Rigby Spanish Running Records. Students are scoring below the expected level on the ECLAS. Students are scoring at the expected level on EL SOL. Students are scoring at level on the Spanish Rigby Running Records.

2. The data patterns across proficiency level on the LAB-R and the NYSESLAT shows that students are able to master the areas of speaking and listening as they move from grade to grade, but need to strengthen the areas of reading and writing.

3. Patterns across NYSESLAT modalities will affect instructional decisions made such as planning and preparation, tier I and tier II interventions, grade team inquiry, and the organization of the ESL after school program.

4. Students who are ELLs are scoring slightly below those students who are English proficient in NYS ELA test, NYS Math, and NYS Science. In the ELA assessment, students identified as ELLs scored 24% at level one, 47% at level two, and 29% at level three. Students who are not ELLs scored 4% at level one, 42% at level two, and 54% at level three. In the NYS Math test, ELLs scored 10% at level one, 45% at level two, 35% at level three and non ELLs scored 2% at level one, 40% at level two, 42% at level three, and 16% at level four. In the NYS Science assessment, ELL students scored 36% at level two, 45% at level three, and 18% at level four. Non ELL students, taking the NYS Science assessment, scored 10% at level two, 42% at level three, and 48% at level four.

The school leadership and the teachers are using the results of ELL Periodic Assessment to determine student progress, to inform instruction, to develop appropriate assessments, and to study trends in the inquiry teams. The school is learning through the Periodic Assessment that ELL students need to develop vocabulary, need practice in drawing conclusions and inferences, need to improve in the area of numbers and operations in math.

6. We evaluate the success of our bilingual program using data such as the proficiency levels on the NYSESLAT exam, the scores on State exams, and student success on formative assessments developed by the teachers. We also measure success by analyzing the middle schools that our fifth grade children are accepted to. Lastly, we measure success by listening to our students as they build confidence and skill in communicating in English.

Additional Information

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

Paste additional information here

School Name: BBMS P.S. 182

School DBN: 04M182

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Hernandez	Principal		10/11/11
Wanda Fontanez	Assistant Principal		
Maria Torres	Parent Coordinator		
	ESL Teacher		
Beatriz Soria	Parent		
Jennifer Martinez	Teacher/Subject Area		
Josefina Cabrera	Teacher/Subject Area		
	Coach		
	Coach		
Sara Martin	Guidance Counselor		
Lucius Young	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M182 **School Name:** P.S. 182 - BBMS

Cluster: 04 **Network:** 408

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.

Our school is sensitive to the language needs of the parents we serve and make every effort possible to provide them with the information they need in their native language through oral and written communication. Parents' interpretation needs are assessed through varied data and technologies. When parents register students, oral interviews of the parents are conducted by office staff in either Spanish or English (About 90% of our population is Hispanic). In the addition, parents are required to complete the Home Language Survey which indicates what language is spoken at home. Classroom teachers also send out surveys in the first week of school to determine what language parents speak and in what language they prefer to receive notices.

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

The findings indicate that the majority of our parents speak both Spanish and English. About 60% prefer communication in English. About 40% prefer communication in Spanish. The findings were reported to the school community through written communication, general meetings, and general assemblies.

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.

Written translation of school notices will be provided by the principal or assistant principal who are both fluent in English and Spanish. Classroom teachers are also able to translate letters sent home. Parents receive double sided notices in English and Spanish. No outside vendors are necessary.

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

Oral interpretation is provided by school staff (administration, classroom teachers, and office staff). No outside vendor for oral interpretation is necessary

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>.

All written and oral interpretation services for parents will be provided by our bilingual school staff during Parents Association meetings, parent workshops, Curriculum Night, parent teacher conferences, and middle school meetings. Bilingual personnel are available from 8:00 A.M. to 3:30 P.M. to address parent concerns (in person, by telephone, or written communication).

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: P.S. 182	DBN: 04M182
Cluster Leader: C. Groll	Network Leader: Lucius Young
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Program P.S. 182 – BBMS will conduct an afterschool ESL program that will focus on literacy. The rationale behind the program is that the students will receive further instruction in literacy after school to help them build their listening skills, oral language, and comprehension strategies that will ultimately help them build their English proficiency. This will be measured through the scores on the NYSESLAT. The after school program will reinforce what the students are learning during the school day and provide opportunities for small group instruction. The program will target English Language Learners who score at the beginners or intermediate levels of the NYSESLAT or below the cut score of the LAB-R. The program will consist of 60 students. The Title III program will be a two year program that will take place November 2012 to April 2013 and November 2013 to April 2014. Students in grade Kindergarten through second grade will participate in the program from November through January, in each school year. Students in third grade through fifth grade will participate in the program from February to April, in each school year.

The classes in the after school will be conducted every Monday and Wednesday from 3:30 P.M. to 5:00 P.M. for a total of 58 hours of extended day activity. The language of instruction will be English. The staff will consist of three certified bilingual teachers, and one supervisor which will be the assistant principal. The Title III afterschool program will need a supervisor because there are no other programs operating at the same time as the Title III program in P.S. 182. The supervisor will develop the structure of the program, provide materials, conduct classroom walkthroughs, and oversee the dismissal process.

The personnel cost for the program will be \$11,779.22 for professional staff. The cost of new materials will be \$232.78.00 for charts, notebooks, and writing materials. The teachers will continue to use materials previously purchased called Rigby, On Our Way to English and leveled libraries.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers and paraprofessional receive professional development through in-house workshops led by the assistant principal, data specialist, and grade leaders. The rationale behind the following workshops is to provide professional instruction that will assist teachers in planning

Part C: Professional Development

effective instruction, develop literacy strategies, and enhance their questioning techniques.

Teachers to Receive Training are: Ms. M. Colon, Ms. M. Rodriguez, and Ms. M. Santiago

The duration of each workshop listed below will be for 45 minutes.

Topics to be covered	Schedule	Provider
Universal Design for Learning	September 2012	Ms. Diana Guiterman (Reading Specialist)
Meeting the oral language needs of ELLs	October 2012	Ms. Wanda Fontanez (A.P.)
Developing Reading and Writing Literacy Skills	November 2012	Ms. Wanda Fontanez (A.P.)
Questioning and Discussion Techniques -	November 2012	Ms. Wanda Fontanez (A.P.)
How to Give Effective Feedback	December 2012	Grade Leaders and Ms. Wanda Fontanez

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs will participate in a series of workshops to help them understand the expectations for students and ways to support their children at home.

The rationale for the Common Core Standards workshops is to familiarize parents with the new standards and stress the importance of preparing students for success in college and careers. The cooking workshops and asthma workshops is to improve the health of the families in our school community. The performance based assessments is to share with parents what the expectation for students will be this school year. The parents will be notified about these workshops through monthly calendars that are distributed in Spanish and in English.

The workshops below are scheduled for 90 minutes each during the school day on the following dates:

Topic	Date	Facilitator
Healthy Cooking	October 2012	Maria Torries, Parent Coordinator
Asthma Workshop	October 2012	Mt. Sinai Hospital

Part D: Parental Engagement Activities

Math Common Core Standards Part I	October 2012	Jeannette Sanchez, Math Teacher
ELA Common Core Standards	November 2012	Diana Guiterman, Reading Teacher
Performance Based Assessments	November 2012	Diana Guiterman, Reading Teacher
Math Common Core Standards Part II	November 2012	Jeannette Sanchez, Math Teacher

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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)	0	
Travel	0	
Other	0	
TOTAL		

