



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** SCHOOL BY THE SEA

**DBN:** 27Q043

**PRINCIPAL:** GARY FAIRWEATHER

**EMAIL:** [GFAIRWE@SCHOOLS.NYC.GOV](mailto:GFAIRWE@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MICHELE LLOYD-BEY

## 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
Gary Fairweather	*Principal or Designee	
Simone Harris	*UFT Chapter Leader or Designee	
Catherine Hernandez	*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	
Desiree Peterson	Member/Parent Rep	
Kim Cumberbatch	Member/Parent Rep	
Teresa Feliceca	Member/Parent Rep	
Michelle Hazel	Member/Parent Rep	
Cheryl Rhames	Member/School Rep	
Cheryl Lesley	Member/School Rep	
Theresa McKee	Member/School Rep	

\*\* 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.

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

- By June 2013, all student subgroups will improve their ELA performance by 5% as measured by the New York State Assessment.

### Comprehensive needs assessment

The 2011-2012 School Differentiated Accountability Status identified our school as not making AYP in English Language Arts(ELA) for students with disabilities and limited English proficient students.

### Instructional strategies/activities

The research-based instructional strategies and activities that will be used to achieve this goal:

- a) strategies/activities that encompass the needs of identified student subgroups- Intensive AIS for all at-risk students; P.D. for teachers in effective instructional strategies in ELA; Complete Curriculum mapping in ELA for all grades K-8; Supplementing ELA resources with workbooks aligned to the new CCSS; compliance with the DOE instructional expectations with students working on at least two rigorous tasks in ELA
- b) staff and other resources used to implement these strategies/activities- Dedicated teachers to conduct AIS(1 full time teacher for grades 3-5, 2 F-status teachers working 2 days/week, 3 teachers with a .4 program, and all upper grade teacher doing tutoring during as part of their circular 6 activity)
- c) participate in the New York City T.E.P.(Teacher Effectiveness Program) which will use the Danielson Teacher evaluation framework to help monitor and inform effective teacher instructional practices. Teachers will be observed a minimum of 6 times throughout the school year and will be provided valuable feedback based on the Danielson rubric using the seven focused competencies of : Designing Coherent Instruction, Establishing a Culture for learning, Managing Student Behavior, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Growing and Developing Professionally.
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities- Conduct Lead teacher meeting once per week to discuss/collaborate on strategies and initiatives for improving instruction; Conduct common planning periods for teachers to plan and strategize on effective instructional practices; professional learning teams and inquiry teams to evaluate student work and student data, which will guide instruction; form hiring committee which will include teachers to screen and interview potential new staff members
- e) timeline for implementation- All of the above strategies will be implemented from September 2012 to June 2013

### Strategies to increase parental involvement

- See PIP on pages 12-15

**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.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- **All stakeholders at PS 43 are aware of the goal. Teachers meet together. They work, plan and scaffold the curriculum to meet the needs of students as well as this goal. Materials are purchased to support all students in all subgroups. Parent communication involves academic awareness and next steps discussions to support and assist in their child's learning. All possible budget sources, ie. Title I, Fair Student Funding, ARRA will support the actions/strategies/activities described in this action plan.**

## ANNUAL GOAL #2 AND ACTION PLAN

### Annual Goal #2

- **By June 2013, English Language Learner Students will improve their ELA and Math Performance by 5% as measured by the New York State Assessment.**

### Comprehensive needs assessment

- **Currently PS 43 has 113 English Language Learners that are serviced by either the dual language program or provided ESL services. This need was based on the fact that PS 43 did not meet AYP for this subgroup in ELA and Math on the New York state assessments.**

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### Instructional strategies/activities

- **Establish and ensure the use of standards-based rubrics for ELA and Math**
- **Ensure the planning and scaffolding of the Common Core Learning Standard Performance tasks for ELA and Math**
- **Hire an F-Status ESL teacher to provide AIS for ELL students**
- **Provide professional development for teachers of ELL students**
- **Participate in the ELL Institute**
- **Target all ELL students for Extended day and Saturday Academy small group instruction**
- **Purchase instructional materials(workbooks, software, etc.) specifically targeted to ELL students**
- **Introduce the scaffolding of the new CCLS through professional development and common planning sessions.**
- **Develop and utilize grade level curriculum maps to guide instruction**
- **Focus on the application of skills and strategies for reading texts in the various components of balanced literacy (shared, guided and independent reading) from September and ongoing**
- **Provide ELA professional development training from a literacy specialist to further support rigor in the classroom**
- **Supply grade level appropriate trade book resources to enhance shared reading instruction**
- **Utilize technology software and resources, such as Study Island, Imagine Learning, Pearson Waterford to supplement standards based instruction in the classroom.**
- **Use running records to ensure appropriate placement in guided reading groups**
- **In Professional Learning Teams we will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.**
- **Analyze hard data samples such as Periodic Assessments (Acuity, Performance series) to identify students' strengths and weaknesses, and use data to guide instruction.**

**Strategies to increase parental involvement**

- **Parent Notifications in their native language**
- **Bilingual Parent Coordinator**
- **Monthly Parent Workshops**
- **School Messenger notifications keeping parents informed of school-wide events and activities.**
- **Parent Teacher conferences with translators**
- **Class Trips to enhance learning with bilingual chaperones**
- **Homework agendas**
- **Celebration for ELLs with cultural based activities and events**
- **Queens Library Partnership**

**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**

- **All stakeholders at PS 43 are aware of the goal. Teachers meet together. They work, plan and scaffold the curriculum to meet the needs of students as well as this goal. Materials are purchased to support all students in all subgroups. Parent communication involves academic awareness and next steps discussions to support and assist in their child's learning. All possible budget sources, ie. Title I, Title III, Fair Student Funding, ARRA will support the actions/strategies/activities described in this action plan.-**

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- **By June 2013, Students with Disabilities will improve their ELA and Math Performance by 5% as measured by the New York State Assessment.**

#### **Comprehensive needs assessment**

- **Currently PS 43 has 179 Students with Disabilities that are serviced either in self contained or Integrated Co-teaching classes or are provided SETTS. This need was based on the fact that PS 43 did not meet AYP for this subgroup in ELA and Math on the New York state assessments.**

#### **Instructional strategies/activities**

- Establish and ensure the use of standards-based rubrics for ELA and Math
- Ensure the planning and scaffolding of the Common Core Learning Standard Performance tasks for ELA and Math
- Hire an F-Status special education teacher to provide AIS for students with disabilities
- Provide professional development for teachers of students with disabilities students
- Utilize the services of CFN 531 for best instructional practices for students with disabilities
- Target all students with disabilities for Extended day and Saturday Academy small group instruction
- Purchase instructional materials(workbooks, software, etc.) specifically targeted for students with disabilities
- Introduce the scaffolding of the new CCLS through professional development and common planning sessions.
- Develop and utilize grade level curriculum maps to guide instruction
- Focus on the application of skills and strategies for reading texts in the various components of balanced literacy (shared, guided and independent reading) from September and ongoing
- Utilize the students' IEP's to drive instruction, differentiate instruction, and address individual learning styles.
- Focus on the application of skills and strategies for reading texts in the various components of balanced literacy (shared, guided and independent reading) from September and ongoing
- Provide ELA professional development training from a literacy specialist to further support rigor in the classroom
- Supply grade level appropriate trade book resources to enhance shared reading instruction
- Utilize technology software and resources, such as Study Island and Imagine Learning to supplement standards-based instruction in the classroom.
- Use running records to ensure appropriate placement in guided reading groups
- In Professional Learning Teams we will look closely at current student work to understand next steps to reach the level of performance that the Common Core demands.
- Analyze hard data samples such as Periodic Assessments (Acuity) to identify students' strengths and weaknesses, and use data to guide instruction.

#### **Strategies to increase parental involvement**

- Parent Notifications denoting the students' progress in their home language
- Bilingual Parent Coordinator

- Monthly Parent Workshops
- School Messenger notifications keeping parents informed of school-wide events and activities.
- Parent Teacher conferences with interpretation services
- Class Trips to enhance learning
- Homework agendas
- Queens Library Partnership

**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.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- **All stakeholders at PS 43 are aware of the goal. Teachers meet together. They work, plan and scaffold the curriculum to meet the needs of students as well as this goal. Materials are purchased to support all students in all subgroups. Parent communication involves academic awareness and next steps discussions to support and assist in their child's learning. All possible budget sources, ie. Title I, Fair Student Funding, ARRA will support the actions/strategies/activities described in this action plan.-**

**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	Curriculum Associates, Strategy Specific Reading Kit.	Tier 2-small-group Tier 3- 1:1	During the school day, afterschool,
	Voyager Passport, Reading program.	Tier 2-small-group Tier 3-1:1	During the school day
	Triumph Learning, ELA Common Core Coach.	Tier 1-Whole Class Tier 2-Small-group Tier 3-1:1	During the school day
	Triumph Learning, New York State ELA Coach	Tier 1-Whole Class Tier 2- Small-group Tier 3- 1:1	Saturday Academy
	Imagine Learning, (Computer)reading program for ELL	Tier 2-small-group Grades 1-8	During the school day
	Waterford, (computer) reading program	Tier 1-Whole Class	During the school day, afterschool

		Tier 2-small-group, Grades PreK-3	
Mathematics	Curriculum Associates, Foundational Math Skills Kit,  Triumph Learning, New York State Math Coach Triumph Learning, Math Common Core Coach.  Study Island, (computer) math program	Tier 2-small-group Tier 3- 1:1  Tier 1-Whole Class Tier 2-Small-group Tier 3-1:1 Tier 1-Whole class Tier2-Small-group Tier3-1:1  Tier 1-Whole class Tier 2-small-group	During the school day, afterschool,  Saturday Academy  During the school day  During the school day, afterschool, Saturday Academy
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SAPIS-Substance Abuse Prevention Intervention Specialist  ERSSA- Educational Related Support Services  Guidance Counselor	Whole class, individual , and small group, grades 5-8  Small-group, 1:1  Individual and small group,	During the school day  During the school day  During the school day

		grades PreK-8	
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### **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.

#### **Strategies and activities for securing highly qualified teachers are:**

- **participate in the New York City T.E.P.(Teacher Effectiveness Program) which will use the Danielson Teacher evaluation framework to help monitor and inform effective teacher instructional practices. Teachers will be observed a minimum of 6 times throughout the school year and will be provided valuable feedback based on the Danielson rubric using the seven focused competencies of : Designing Coherent Instruction, Establishing a Culture for learning, Managing Student Behavior, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Growing and Developing Professionally.**
- **conduct differentiated professional development for teachers based on their needs assessment**
- **attend Hiring halls**
- **Encourage teachers to seek and complete the bilingual extension**
- **Attend professional development and network with other schools, colleagues, and CFN support personnel**
- **Outreach to universities**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Joseph Blaize</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>043</b>
School Name <b>PS/MS 43</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Gary Fairweather, I.A.</b>	Assistant Principal <b>Maureen Abernethy</b>
Coach <b>Vivien Leary</b>	Coach <b>Susan Allers</b>
ESL Teacher <b>Esther Silverman/ESL</b>	Guidance Counselor <b>Lisa Meringoff</b>
Teacher/Subject Area <b>Laura Caines Giraldi</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Crusita Rodriguez</b>	Parent Coordinator <b>Paola Nunez-Melendez</b>
Related Service Provider <b>Scott Marteena</b>	Other <b>type here</b>
Network Leader <b>Joseph Blaize</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>1278</b>	Total Number of ELLs	<b>129</b>	ELLs as share of total student population (%)	<b>10.09%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. To initially identify students who may possibly be ELLs during the registration process, parents are asked to complete a Home Language Identification Survey (HLIS). An informal interview of parent/child is conducted by a certified pedagogue (ESL or administrator) and a translator provided whenever necessary. After completion of the survey, the ESL teacher, Ms. Silverman, reviews and completes the HLIS by making an OTELE determination. If the HLIS indicates a language other than English, the student is administered the Language Assessment Battery Revised (LAB-R) within ten days of initial registration. The Spanish LAB is also administered to students who do not test out on the English LAB-R and who have a home language of Spanish. The Spanish LAB is administered by the dual language teachers, Ms. Rodriguez and Ms. Ortiz-Berry. All ELL students (per LAB-R and previous years' NYSESLAT test scores) are administered the NYSESLAT in the spring to determine continuing entitlement or exiting from services.
2. At PS/MS 43, parents of newly identified ELLs are invited to a parent orientation, at a convenient time, as soon as possible after the handscoring of the LAB-R at which time they are shown a DVD in a language that they understand and exposed to the three programmatic choices available in the city of New York. Translation services are provided if needed. After viewing the video, parents then fill out the Parent Survey and Selection form indicating their program of choice. The parent selection is then entered on the ELPC screen in ATS. This process is ongoing throughout the school year as new entrants are admitted. If a parent selects a transitional bilingual program we will assist them in finding a contiguous school that offers that program. The choices presently available at PS/MS 43 are the ESL Program (K-8) and the Dual Language Program (K-7). If during the process 15 entitled students on 2 contiguous grades that have the same home language indicate a preference for transitional bilingual then a class will be opened. If a parent does not attend the orientation, then outreach is done to ensure the parent understands the program choices. The parent coordinator, who is bilingual, is involved in contacting the parents via phone when necessary.
3. Parents of students who have been LAB-R tested and are determined to be ELL entitled, are notified as soon as entitlement is verified. Parents are notified in writing in English and their home language using the city's parental notification letters. Letters are sent home with children in their agenda books. The NYSESLAT scores of students from previous school years are checked to determine continued entitlement of services. The parents of these students are also notified in writing via the students' agenda books. To ensure that parent surveys and program selection forms are returned, parent orientation meetings are held monthly throughout the school year. Parents are invited in writing to attend. They are also contacted in writing and when necessary by telephone, or in person during arrival or dismissal. All forms are requested to be filled out following each orientation. If a parent does not complete the Survey and Selection form the default program is transitional bilingual and the procedures outlined in question 2 above will be followed. A copy of the HLIS and Parent Survey and Selection forms are placed in the students' cumulative record folder and a binder is established and kept in a central location for monitoring purposes. Documentation is maintained of all letters and outreach to the home.
4. After parents have chosen the program they wish for their child, the child is placed. If the desired program is not available in our school, transfer to a school where the program exists is offered. Parents are presently offered the ESL Program (K-8) and the Dual Language Program (K-7) at PS/MS 43. Most parents prefer to place their children in one of the programs offered rather than transfer. Staff is available for communication with parents in Spanish and Haitian-Creole which are the predominant language groups in the school.

5. There are two overall trends for parent choice in program selection. In grades K-7, since the implementation of the Dual Language Program, parents have overwhelmingly selected this option. As of this September, the trend continues to be that 70% of our ELL new admits have been placed into our Dual Language Program; the remaining ELLs are served in ESL programs. This year our DL program has grown to include the 8th grade as well. Program placement is aligned with parent choice.

6. Yes, the programs offered at PS/MS 43 are aligned with what parents have requested. The ESL program is offered in K-8 for parents who prefer this option. The Dual Language Program is currently offered in grades K-7. We expect the trend for selection of the Dual Language Program to continue.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	23
SIFE	2	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	12

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	58	2		15			8			81
ESL	29		10	15		7	4		1	48
<b>Total</b>	<b>87</b>	<b>2</b>	<b>10</b>	<b>30</b>	<b>0</b>	<b>7</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>129</b>

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	
Spanish	34	49	10	13	12	14	3	15	11	13	10	12	3	19	5	13	5	25	93	173	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other	1																		1	0	
<b>TOTAL</b>	<b>35</b>	<b>49</b>	<b>10</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>3</b>	<b>15</b>	<b>11</b>	<b>13</b>	<b>10</b>	<b>12</b>	<b>3</b>	<b>19</b>	<b>5</b>	<b>13</b>	<b>5</b>	<b>25</b>	<b>94</b>	<b>173</b>	

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	8	3	3	7	7	3	2	3					37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian		2	1				1							4
French						2	1		1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3		1		1	1	1						8
<b>TOTAL</b>	<b>2</b>	<b>13</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>54</b>

## 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?

1. Instruction is delivered in a variety of ways. ESL instruction is delivered via a pull-out model and a push-in model. ESL pull-out takes place in grades K, 1, 2, 3, 4, 6, 7, and 8. ESL push-in takes place in grade 5. Dual Language instruction is delivered via both the side by side model in grade K. In grades 1, 2, 3, 4, 5 and 6 alternating days model is used. In grades 7 and 8 ESL support is provided during the core subject of English Language Arts. The ESL and DL students are grouped heterogeneously. The entire school follows the balanced literacy model and scaffolding techniques are used to support the second language learners. The scaffolds employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development per QTEL. Differentiated instruction is provided to all students so that they may progress from level to level. Other instructional strategies employed are Cooperative Learning, the Natural Approach, the Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language, the focus shifts towards Cognitive Academic Language Proficiency (CALP). Dual Language classes travel together; ESL pull out groups are multigrade with mixed proficiency levels.

2. The ESL/Dual Language Facilitator analyzes the results of the NYSESLAT scores to determine the proficiency levels of each student. Groups are then created based on the language level and grade level of students. The ESL Program provides instruction in English using ESL methodologies for a specific amount of time as determined by scores achieved on the NYSESLAT or LAB-R. Beginning and Intermediate level students receive 360 minutes per week of ESL instruction. Students at the Advanced level receive 180 minutes of ESL instruction per week provided by the ESL teacher and 180 minutes of ELA instruction provided by the Classroom teacher each week. Beginning and intermediate level students in the Dual Language Program receive 90 minutes per day of Native Language Arts Instruction, while advanced level students in the Dual Language Program receive 45 minutes per of Native Language Arts Instruction. A "Pull-out" instructional model is utilized, wherein the ESL certified teacher pulls out students from their classroom to provide services in grades K-8 or pushes into the classroom to work with them when appropriate.

3. In the ESL program grade appropriate content is used to deliver English Language instruction. In the Dual Language program content is delivered in two languages, Spanish and English. Science is provided by a cluster teacher in English. A thematic approach to teaching is utilized in the content areas with ESL methodology and support provided. Instructional approaches used include graphic organizers, t-charts, modeling, visuals, the pre-teaching of content area vocabulary and developing prior knowledge.

4. Standardized exams are given in the native language where necessary. Native language content area glossaries as well as bilingual dictionaries are provided.

5. A. Currently, there are two SIFE students in our school. These students attend Academic Intervention Services and extended day. In addition to the mandated instructional requirements, these students would be invited to attend our Saturday School Program. The ESL teacher would work closely with the 4<sup>th</sup> grade dual language classroom teacher to ensure adequate progress of these students.

## A. Programming and Scheduling Information

B. English Language Learners in US schools less than three years are given intensive mandated ESL instructional time as prescribed by CR Part 154 and support by their classroom teacher as well. In addition, these students are also invited to attend our Saturday School Program (pending Title III funding). These students also receive a variety of ESL instructional strategies and activities to assist them in meeting State Standards. The strategies utilized by their ESL teacher include Total Physical Response, Cooperative Learning, the Natural Approach, the Language Experience Approach, the Cognitive Academic Language Learning Approach and Differentiated Instruction. These strategies are utilized during theme-based activities using trade books, art activities, music, storytelling, and the use of technology. Specifically, these students are able to utilize two technology programs at PS/MS 43, Imagine Learning and Study Island. These programs focus on web based instruction, practice and assessment to assist in Language support and improved performance on State Assessments.

C. ELLs receiving services for 4 to 6 years will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. These students are mandated to attend Extended Day, invited to our ESL Saturday School Program (pending Title III funding) and also receive small group instruction pull-out several times a week. During small group instruction these students receive reinforcement and re-teaching based on their instructional needs. The teacher uses both Guided and Skills-Focused lessons to increase their knowledge and proficiency. These students also receive literacy and language support during our 90 minute Balanced Literacy Block using Open Court and Harcourt’s Story town English Language Learners Support kit, facilitated by their classroom teachers. The use of tiered activities allows teachers to tailor the instruction for these students during this time to meet their individual.

D. Long-term ELLs are offered a variety of academic intervention services. They are invited to attend the Saturday School Program (pending Title III funding). Teachers incorporate many strategies during this time to foster differentiated and individualized instruction through the use of tiered activities. These students are also mandated for Extended Day, where they receive small group instruction based on their individual needs to assist in meeting and exceeding State Standards. Study Island, one of our technology programs offered at PS/MS 43 is also available to these students where they are exposed to rigorous academic content that focuses on the Learning Standards which enables improved performance in all skill areas tested.

6. Students with special needs participate in ESL instruction as mandated by their I.E.P’s. The instruction they receive is modified as needed depending on their abilities. Students receive additional scaffolding and support to enable them to fully participate. They also receive support in Reading provided by our new ELL/Dual Language Reading Center in the PS/MS 43 Library. Students can listen, read and record their reading on the computer. The Center enables students to increase their reading ability and comprehension through the use of instruction, practice, and assessment on the computer.

7. The ELL-SWD's participate in all school-wide programs including ESL. They also participate in extended-day programs including ESL. They also participate in extended-day program and AIS.

### Courses Taught in Languages Other than English ⓘ

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

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

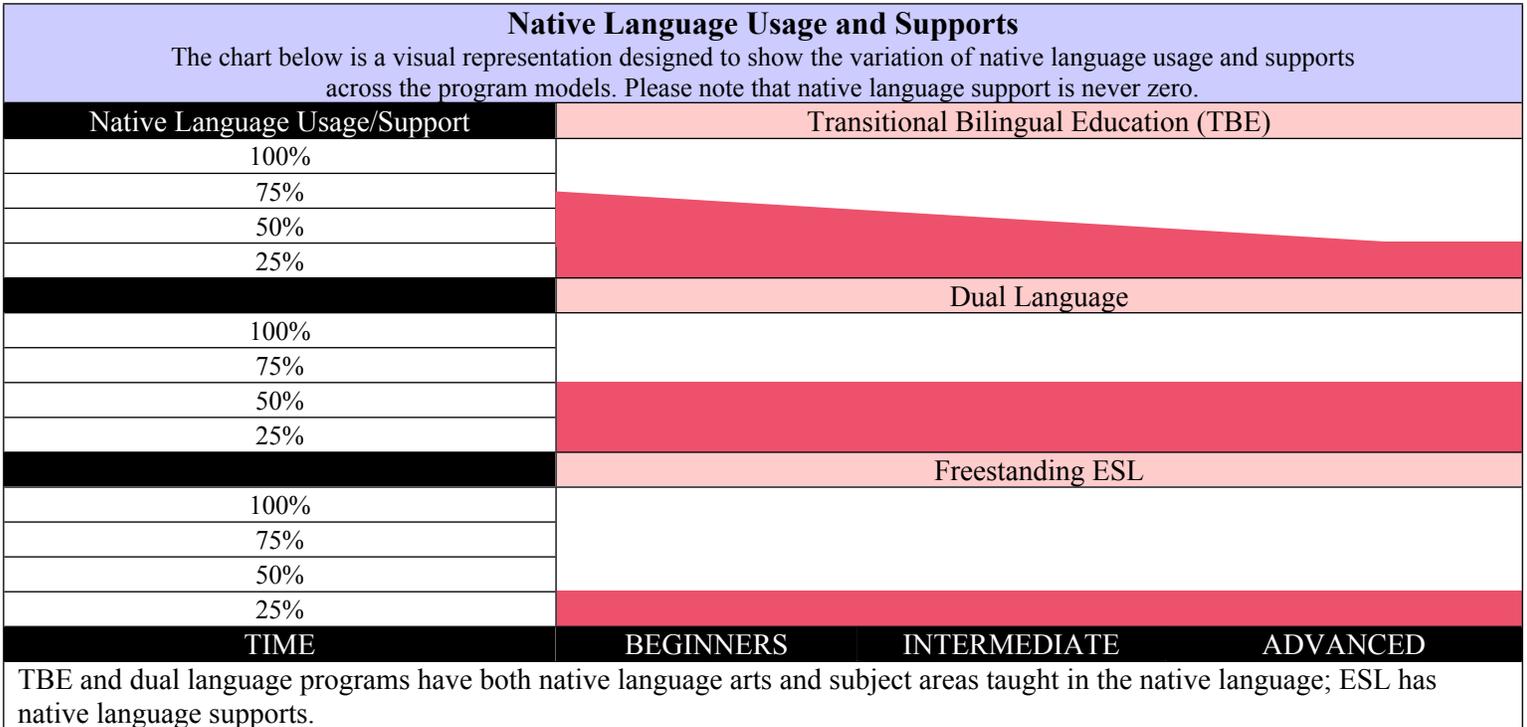
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



**B. Programming and Scheduling Information--Continued**

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

8. Our targeted intervention programs for ELLs include English Language Arts, which is a reading program for students in grades K-6. It centers on 90 minutes of literacy instruction, balanced literacy, read alouds, whole class mini-lessons, and tiered activities during guided reading. We also have Imagine Learning and Study Island, two computer programs used at the school. These programs focus on web based instruction, practice and assessment to assist in Language support and improved performance on State Assessments. The Dolphin Program in grades 1-5 is an accelerated enrichment program. Extended Day and Advancement via Individual Determination (AVID) are also part of our targeted intervention programs for ELLs. At risk counseling is also provided to ELLs by the Guidance Counselors.

9. Students that have attained proficiency on the NYSESLAT continue to receive support from their classroom teachers and are closely monitored. Classroom teachers have been trained in the use of ESL goals and standards. These are utilized within their instruction. The classroom teachers and ESL teacher articulate to ensure the continued progress of these students. These students also receive the testing accommodation that current ELLs receive for two years.

10. New programs and improvements for this year included the continuation of our Dual Language program into seventh and eighth grade. Also there will be a push in ESL model in the fifth grade. AIS non-mandated ESL services will be provided to targeted ELL students. All dual language teachers, ESL teachers as well as support personnel will participate in a book study. Some staff will participate and turnkey the information received for an English Language Institute offered by the Office of ELLs. A continued emphasis has been placed on differentiated instruction and tiered activities in all classes, which enables us to meet the academic needs of our ELLs. We have also made improvements by continuing the use of Imagine Learning English with our ELLs.

11. At this point there are no programs that we are discontinuing we are expanding our services to the ELL population. Currently we have only one ESL Teacher. Our 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> grade Dual Language classes have been down-sized to one teacher each due to small class size. Therefore, one bilingual teacher teaches English one day and Spanish the next day. We are not presently considering discontinuing any of our programs.

12. All ELLs have equal access to all school programs. AVID programs have been implemented in grades 4-8 and our ELLs are in these programs. We also have ELLs in our Dolphin classes. They are also afforded equal access to any Afterschool/Saturday school program including ELA and Math preparation classes. ELLs are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest, and learning style.

13. A variety of instructional materials are used to support the learning of ELLs. In the Dual Language Program, the Open Court and Story town reading systems are used for instruction. This includes big books, guided readers, and shared readers in both English and Spanish. Leveled libraries are used in all classrooms. Additional materials used in the ESL classroom include Prentice Hall Regents ESL set, Highpoint - Success in Language, Literature and Content, Oxford Picture Dictionary for Content Areas and computer software including Imagine Learning English. These materials are used appropriately according to ELL subgroups.

14. The Dual Language program supports the learners by using both English and Spanish. In both Dual Language and ESL native language support is provided through computer programs, picture dictionaries, books in student's native language and translation websites. Our program emphasizes the importance of placing the learner's native language and cultural background at the center. Our library has a new reading and listening center with Spanish and English resources. These supports are utilized by students in both ESL and Dual Language programs.

15. Yes, the required support and resources correspond to ELLs' ages and grade levels. PS/MS 43 is able to provide ESL services in grades K-8. Additionally, our Dual Language Program is available for ELLs in grades K-7. Our upper grade Dual Language classes use Harcourt Story town materials and our lower grades use Open Court. Both systems provided extra ELL support kits and instruction that promote language development. Classes also have grade leveled libraries in English and Spanish.

16. Tours of the PS/Ms 43 building and Dual Language classes are provided to all newly enrolled ELL students and their parents.
17. Currently, Spanish is the language elective offered to ELLs at PS/MS 43.

### **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)?

1. The Dual Language Program model teams two teachers in grades K and one teacher in grades 1-8 to provide instruction in two languages. In two teacher classes, one teacher provides instruction in English while the other teacher provides instruction in Spanish. In one teacher classes, a bilingual teacher provided instruction in English one day and instruction in Spanish the next day. Students are linguistically mixed for all instruction, where classes contain 50% native language English speakers and 50% native language Spanish speakers (when applicable). The target language time is equally divided between the two languages, so that 50% of the instructional time is allocated to English and 50% to instruction in Spanish.
2. The instructional day for our EPs and ELLs are entirely integrated. However, differentiated instruction is incorporated in all lessons keeping in mind ELLs and their language proficiency levels.
3. Instruction is simultaneous for literacy and all content areas. During the literacy block, the components of balanced literacy are introduced in both languages. In addition, both languages are utilized for instruction across the content areas.
4. Students receive instruction following the Alternate Day Model. One language is used for instruction on day one followed by instruction in the other language on day two. At the end of the two week cycle, students have received instruction in both languages for five days.
5. Emergent literacy is equally divided between two languages, so that 50% of the instructional time is allocated to instruction in English and 50% to instruction in Spanish. Instruction is simultaneous for literacy and all content areas.

### **D. Professional Development and Support for School Staff**

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

1. All personnel at PS/MS 43 receive professional development in ESL throughout the year. Workshops are offered for classroom teachers, ESL teachers, and Dual Language teachers, AIS teachers, Guidance Counselors. Topics included ESL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development, BICS and CALP. Teachers are currently involved in inquiry teams looking into the use of informational texts. The ESL teacher attends bi-monthly ESL network meetings.
2. PS/MS 43 is a K-8 school where our elementary students transition to middle school from 5th to 6th grade. Staff receive eligibility lists with ELL data. All student data is explained and reviewed by staff. Middle school ELL students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses. Guidance Counselors meet with transitioning students and their parents to provide transitioning support.
3. All teachers meet in inquiry teams throughout the school year (every other Monday). Periodically, during these meetings, ELL training is provided. Teachers receive copies of ESL Standards and are informed as to how to incorporate them into their daily lessons. Teachers also have grade wide common planning periods where they plan to meet students' needs academically and linguistically. Network ELL specialist and consultant provide professional development by conducting study groups and classroom visits. Teachers are afforded an opportunity to visit the ESL classroom in order to observe strategies in ESL provided by the ESL teacher. The school will also incorporate common core standards in their PD.

### **E. Parental Involvement**

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

1. At PS/Ms 43 we encourage all parents including parents of ELLs to be involved in all aspects of their children's learning. Parents are invited to Parent Teacher Association (PTA) meetings, workshops, and Individualized Education Plan (IEP) meetings, and Parent/Teacher conferences. Invitations are distributed in various languages. Parents are made aware of any potential plans for academic intervention via progress reports. Homework agendas are available to all students and parents to communicate with teachers and administration. Teachers maintain phone contact and a parent contact log. Parents are also invited on class trips as well as Saturday Competitive trips for ELLs. Computers for youths provide our 6th grade students with free computers and parents must accompany students to the workshop in order to receive the computer. Our School Messenger system sends out important information when needed to get to parents quickly. Parents of ELLs are invited to a fall meeting as well as a spring meeting. Topics appropriate to those times of year will be covered by school personnel - among these, curriculum, assessments, school routines, mandates, how to provide support at home, etc.

2. The Parent Teacher Association holds monthly workshops on various topics of interest and importance to the community. Invitations are distributed in various languages. The Computers for Youths Program gives out free desktop computers to all 6th grade students whose parents attend the workshop with them during the month of October. All ELL's in grade 6 are invited to attend this event. Finally, we have a partnership with the Queens Library to foster reading outside of school.

3. During our Parent Orientation meeting, parents are given opportunities to express their needs and concerns. During Parent/Teacher conferences we evaluate the needs of our parents. Parent needs and concerns are evaluated and addressed throughout the course of the year through workshops and orientations. The NYC Parent survey is also reviewed yearly to evaluate the needs of parents.

4. Parent Orientation meetings are conducted as necessary for parents. Parent workshops are provided throughout the year by the parent coordinator, the PTA and the pre-k social worker. These workshop topics include discussions on common core state standards, assessments, school expectations, and program requirements for the ESL and Dual Language programs. These workshops assist parents with the information necessary to help their children receive the appropriate services and assists with their academic adjustments and successes. Workshops occur throughout the year for parents on various topics. Parent/Teacher conferences have been arranged to meet parent schedules and we have addressed the need for more translators during these meetings. Finally, at the end of the year we have a Celebration for all ELLs, where parents are invited to attend and participate.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	9	1	3	5	4	1	3	2					34
Intermediate(I)	0	15	7	3	3	4	2	0	3					37
Advanced (A)	10	1	9	1	10	12	6	5	4					58
Total	16	25	17	7	18	20	9	8	9	0	0	0	0	129

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	1	0	0	0	2	4	0	0	0				

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	4	2	0	13
5	5	10	4	0	19
6	5	11	2	0	18
7	1	10	15	1	27
8					0
NYSAA Bilingual Spe Ed	11				11

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		6		2		0		19
4	3		10		5		0		18
5	2		8		0		0		10
6	0		3		3		0		6
7	1		2		2		1		6
8	1		1						2
NYSAA Bilingual Spe Ed	11								11

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		11		6		1		20
8	2		0		0		0		2
NYSAA Bilingual Spe Ed	11								11

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

The assessment tools used to assess the literacy skills of our ELLs are El Sol and Fountas and Pinnell. Grade level writing assessments are done periodically throughout the year. ELL Periodic Assessments, Acuity Assessments and State Practice Assessments are also used to assess literacy skills of our students. Teachers used reading assessments to provide insights as to our students' areas of strengths and weaknesses. This information is used to gain more knowledge on how to differentiate our lessons to meet our students' individual needs. Data is also used to improve programs offered at PS/Ms 43.

2. The data patterns reveal that across all proficiency levels and grades, students perform better on listening and speaking modalities. Students do not perform as well on the reading and writing modalities. In grades K-2, students perform the lowest on the reading subtest. In grades 3-8 students perform equally lowest on the reading and writing subtests.

3. Instruction will continue to have a greater focus on reading and writing this year. Increased instructional time will focus on elements of balanced literacy, with a focus on skills based guided reading and writing, grammar and sentence structure.

4. A. The majority of our ELL students score at level 2 or level 3 across the grades in both programs. Within each assessment the pattern continues that students are having more difficulty on writing than on other parts of the assessments. This is seen across the proficiency levels.

B. The school leadership and teachers use the results of the ELL Periodic Assessment to reflect upon teaching and programs. ESL and classroom teachers analyze results to guide their instruction for student performance. Small group instruction is utilized to teach target skills based on these assessments.

C. The Periodic Assessments inform us of the needs of ELLs. It shows us what areas need to be focused on and how we need to tailor our instruction to help students raise the bar in their academics. Instruction is sharpened and fine tuned through the use of periodic assessments.

5. A. English Proficient students are assessed in the second language through the use of teacher-made assessments and the ELE given in May.

B. The English Proficient students continue to make progress in the target language. Students that entered the program with little or no knowledge of Spanish are currently at the beginning level of language proficiency. English Proficient students entered the program with some knowledge of Spanish are at the intermediate level of language proficiency.

C. 6. The successes of our programs for ELLs are evaluated through students' performance on state tests, and their individual English proficiency. We also evaluate reading and writing skills as demonstrated at each grade, year to year class test scores, teacher observations, and parental observations and feedback to determine the successes of our ELL programs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>PS MS 43</u>		School DBN: <u>270043</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Gary Fairweather, i.A.	Principal		10/18/11
Maureen Abernethy	Assistant Principal		10/18/11
Paola Nunez- Melendez	Parent Coordinator		10/18/11
Esther Silverman	ESL Teacher		10/18/11
	Parent		10/18/11
Laura Caines-Giralde/	Teacher/Subject Area		10/18/11
Crusita Rodriguez	Teacher/Subject Area		10/18/11
Susan Allers	Coach		10/18/11
Vivien Leary	Coach		10/18/11
Lisa Meringoff	Guidance Counselor		10/18/11
Joseph Blaize	Network Leader		
Scott Marteena	Other <u>Related Service</u> <u>Prov</u>		10/18/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q043      **School Name:** PS 43Q

**Cluster:** 5 CEI PEA      **Network:** 531 CEIPEA

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

**Part A: Needs Assessment Findings**

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

Each September PS/MS 43 conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. When available, Part 3 of the Home Language Identification Survey (HLIS) is also referred to for parent's preference when receiving written and oral information. The data is then compiled and lets us know which students should receive translated documents. Documents are then translated into the corresponding languages. The following languages are spoken in the homes of our students: Spanish, Haitian-Creole, Fulani, Nepali, Amharic, Nahuatl, Arabic and Pashto. In addition, the school community is interviewed to see what school based documents parents would benefit from receiving in their home language. Interviews are conducted with the principal, assistant principals, parent coordinator, ESL teachers, dual language teachers, classroom teachers and parents. The resulting data is used to determine the major school based documents that need to be translated

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

The PS/MS 43 school community found that written translations and oral interpretations were necessary to communicate to parents. Spanish is the language that needs to be used the most to communicate with parents. The school community has a bilingual parent coordinator, guidance counselor, occupational therapist, and social worker. The staff and parent association were notified that if they would like interpreters or written documents to be translated, that they should submit a request to the Parent Coordinator.

## Part B: Strategies and Activities

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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.

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, student handbook, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff. The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.

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

The above mentioned survey also yielded results for oral interpretation needs. That survey lets us know what languages parents speak at home and would be more comfortable communicating in orally. A survey of the staff at PS/MS 43 indicated that teachers would like to have translators available when they need to communicate during parent teacher conferences and during parent workshops and meetings. A canvas of parents also indicated that they would like to hear information in their own language so that they can be better informed about their children. We have identified existing teachers and paraprofessionals that would be willing to interpret for parents and teachers and when necessary look for interpreters outside the school.

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

Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school and the early childhood center.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 43Q	DBN: 27Q043
Cluster Leader: D. MALDONADO	Network Leader: Joseph Blaize
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: AIS during school day
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: # of certified ESL/Bilingual teachers: # of content area teachers:

## 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: PS 43 did not meet AYP for English Language Learners for ELA or Math. PS 43 is currently providing supplemental service to the ELL's. PS 43 is providing supplemental instruction to ELLs in grades 3 through 8 in the Saturday Academy and grades 2 through 5 during an ELL AIS program during the instructional day.

Saturday Academy takes place from October through April. The program runs on Saturdays from 9 am to 12 pm. The focus of this program is to improve students reading, writing and mathematics. Students were selected based on NYS ELA, NYS Math and NYSELAT test scores as well as teacher recommendations. For this program, some of the materials selected to be utilized include COACH Books, Common Core Learning Clinic, and other teacher resources. The students also are participating in a technology program called Study Island.

The ELL AIS program takes place from October through March. This program is supplemental to the students' mandated services. The program takes place on Mondays and Tuesdays. Each session is a full school day. The ESL teacher teaches 6 periods on Monday and 7 periods on Tuesday. The students are seen 2 periods a week, (90 minutes a week) for a total of 32 session periods. The language of instruction for this program is English. The students were selected looking at the NYSESLAT data. All ELL as well as some former ELLs were selected to participate. Groups were formed separating beginners from intermediate\advance students. Each groups meets one 45 minute period daily. The program focus is for grades 2 through 5. This AIS program is a pull out small group program. The focus of instruction is reading, writing, speaking and listening. The materials selected for this AIS program support vocabulary development, content based reading and scaffolding for the ELL students. The ultimate goal is to assist the ELL's in obtaining english proficiency on the NYSESLAT as well as prepare them for the New York State ELA Exam. The teacher plans and facilitates differentiated lessons. Students were selected based on NYS ELA, NYS Math and NYSESLAT test scores as well as teacher recommendations. For the AIS program, some of the materials selected include Language for Learning, Connecting Vocabulary, and other teacher resources. The students also are participating in a technology programs called Imagine Learning and Study Island.

The program includes all english language learner in the dual language program from grades 2 through 5.

## Part C: Professional Development

### 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: PS 43's professional development focus for the 2011 - 2012 school year is Common Core Learning Standards, Teacher Effectiveness and English Language Arts instruction meeting the needs of all students. PS 43 is currently participating in Network ELL support residency. An assistant principal collaborates with the ELL support personnel. ELL Network personnel are also providing professional development and support to all staff members. This professional development is on going throughout the school year. The dual language teachers as well as the ESL teachers are receiving professional support. Some topics to be covered, but not limited to, are scaffolding the common core standards, supporting shared reading and implementation of independent reading, planning effective small group instruction, curriculum mapping, push in models, teacher effectiveness and common core performance tasks. The professional development will be provided by in house personnel as well as hired consultants. Ms. Barnhouse, Ms. Soderman, Ms. Werner, Ms. Leary, Ms Abernethy and Ms. Caines are some of the professional development providers. Meetings will take place on Jan 14, Jan 28, Feb 11, Feb 25, Mar 11, Mar 18.

### 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: At PS 43, it is our goal to have the parents of our ELL students involved in their child's education. This involvement supports their child's academic success. Activities and programs are ongoing throughout the school year. The parents are notified through newsletters and monthly calendars of upcoming events. Workshops will be held on Sept 13, Sept 26, Oct 10, Oct 23, Nov 21, Jan 8, Jan 22, Feb 5, Feb 19 in the morning. In addition, our bilingual Parent Coordinator, Mrs. Melendez, has regular communication with the parents of our ELL students to address any of their concerns and keep them abreast of activities taking place. Teachers also communicate to parents through the student's agenda book which goes home with the child daily. The focus of the activities provided to the ELL students and their families is cultural awareness and appreciation. Some of the activities for the ELL students and families include class trips, parents workshops. On May 17, a year end ELL's celebration will be held to celebrate the students' success and heritage.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		