



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **I.S. 77**

24Q077

PRINCIPAL: MR. JOSEPH A. MILLER

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SUPERINTENDENT: **MADELENE CHAN**

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
Joseph A. Miller	*Principal or Designee	
Albert Gonzalez	*UFT Chapter Leader or Designee	
Rosemarie Damato	*PA/PTA President or Designated Co-President	
Peggy Swanson	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Peter Caccioppoli	Assistant Principal	
Madelyn Ramirez	Parent	
Marysol Medina	Parent	
Melody Ramos	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2013, 5% of students in the 6th grade will move from level 1's to level 2's as measured by the New York State English Language Arts Exam.**

Comprehensive needs assessment

- **Based on inconsistent performance from our 6th graders over past 3 years it was determined that we would target our incoming 6th graders. This group consisting of 48 students that are performing below level 2 on their 5th grade NYS ELA EXAMS.**

Instructional strategies/activities

- 1) **Sixth grade students are exposed to variety of genres and authors across a wide range of young adult multi-cultural literature, emphasizing personal identity, to develop their reading, writing and critical thinking skills. Students will have the necessary knowledge, skills, and strategies to navigate through non-fiction and literary genres. Sixth graders have been on a year-long quest to answer: Who am I? How do I view myself? How do others view me? In Readers Workshop, students will practice various reading strategies such as determining cause and effect, inferring, using compare and contrast, and examining character's actions. Through Writers Workshop, students are exposed to professional mentor texts, paying particular attention to the writer's craft, focusing on various organizational structures and style. Spelling, grammar, and conventions, as well as technology are embedded into daily lessons. Practicing reflection and introspection, students are asked to present their work to others, building on their speaking and listening skills.**
- 2) **Our 6th grade Science and Social Studies teachers have had professional development opportunities presented by our Network and pedagogues in composing strategies associated in with reading informational text and writing *Argumentative writing* pieces. Teachers have also received instruction on the elements of and *Text complexity* and its impact on classroom instruction. These align with the CCSS in ELA and SCI/SS. In addition classroom agendas adjusted to include same components contained in ELA.**
- 3) **All staff utilizes *Engrade* accounts. *Engrade*, lets students and their families easily access to all of their upcoming homework, assignment scores, class grades, and attendance online. It also allows families to communicate and send private messages to their teachers. It also unifies all staff, curriculum and data.**
- 4) **All 6th grade classes (except SP/Honors) have AIS built in to their weekly program. These assessments are shared with the students and with their families through teachers' contact and parent teacher conferences.**
- 5) **Weekly teacher team meetings analyze student's work/performance and progress, which leads to collaborative plan. Teachers track targeted students using common core aligned rubrics, checklists and student feedback forms**
- 6) **After school AIS for targeted students. Using the *Flocabulary* digital subscription. This gives teachers access to the complete *Flocabulary* catalog online. Each unit features a song or video, clickable lyrics with more information and**

activities. Teachers also get access to quizzes and lesson plans.

- 7) UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone-- not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

***Responsible Staff Members:** Staff consisting of subject specialists conducting Professional developments, ELA lead teacher Staff developers provided by our Network and Assistant Principals. Digital subscriptions along with tech support for Engrade and Flocabulary.

Implementation Timeline October 2012-June 2013

Strategies to increase parental involvement

***All staff has created *Engrade* accounts. *Engrade*, lets students and their families easily access all of their upcoming homework, assignment scores, class grades, and attendance online as well as send private messages to your teacher. This gives families 24/7 access to student's performance (across content) and enables communication with staff. It also unifies all staff, curriculum and data**

****iReady* results disseminated to parents quarterly. In addition through parent teacher conferences details on student strengths and weaknesses addressed.**

*** Monthly Wilson Reading program progress reports sent home to inform parents of child's growth (where applicable.)**

***Progress reports supplied to families based on AIS *Flocabulary* and *iReady* data. Students can use *Flocabulary* at home to supplement classroom instruction or for independent learning and exploration. Parents can use lesson plans for home instruction or direct students to complete activities.**

***Parent coordinator communicates school goals through a newsletter , conferences, phone calls , parent workshops and voice messages.**

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

- **Through application process, staff selected to work after school with targeted students. In addition some teachers programs contain scheduled AIS services daily. Outside services brought into building in the form of on-line subscriptions and licensing**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2013, 5% of Students with Disabilities (SWD’S) in 6th grade will move up from level 1’s to Level 2’s as measured by the New York State Math Exam.**

Comprehensive needs assessment

- **Over the past 3 years the number of 6th grade SWD’s performing below proficiency standard (Below level 2) on the NYS Mathematics exams has averaged 30% of the incoming 6th graders. This year we have 11 incoming 6th graders who scored at level 1 on the NYS Math exam.**

Instructional strategies/activities

- 1) **All staff utilizes *Engrade* online accounts. *Engrade*, lets students and their families easily access to all of their upcoming homework, assignment scores, class grades, and attendance online. It also allows families to communicate and send personal messages to their teachers. It also unifies all staff, curriculum and data.**
- 2) **All 6th grade classes (except SP/Honors) have AIS built in to their weekly program. These students use the i-Ready online program. This program provides a diagnostic and instructional assessment. The results are shared with the students and with their families through teacher’s contact and parent teacher conferences. The online platform offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, standards-based practice, and a Common Core readiness screener. The results are shared with the specific classroom teachers, which target the CCSS item skills where students need improvement. It then helps formation of guided groups to significantly improve student outcomes in reading and math.**
- 3) **Weekly teacher team meetings analyzing student’s work/performance and lesson plan development. Teachers track targeted students.**
- 4) **After school “How Was Your Day Club” meets 5 times per week for homework /class work support. With collaboration from students from our SP/Honors program and teachers providing academic and emotional support.**
- 5) **6th grade Inquiry based Math planning team meets weekly to discuss lesson planning, student performance and analyzes teacher findings.**
- 6) **SEIS (Special Education School Improvement Specialist) will provide PD in research-based multi-sensory language instructional strategies, lesson plan development and writing, collection and use of quantitative and qualitative data. SEIS will also provide in-class coaching and demonstration lessons as needed.**

***Target Population(s): New teachers and teachers servicing targeted students in the SWD subgroups.**

***Responsible Staff Members: SEIS Provider, Assistant Principals for SWDs, Math teachers, Staff Developers (internal and external)**

-Implementation Timeline: December 2012 through June 2013.

Strategies to increase parental involvement

- *All staff will have provided students and their families' access to Engrade accounts. Engrade, lets students and their families easily access all of their upcoming homework, assignment scores, class grades, and attendance online as well as send private messages to their teachers. This gives families 24/7 access to student's performance (across content) and enables communication with staff. It also unifies all staff, curriculum and data.**
- *iReady results disseminated to parents quarterly. In addition through parent teacher conferences details on student strengths and weaknesses addressed.**
- *PID (promotion in doubt) letters send home in February to inform families of student area in need for improvement towards promotion.**
- *Parents will be trained on using ARIS Parent Link.**
- *Parent outreach to increase attendance at IEP Annual Review/ 3-Year Re-Evaluation Meetings.**

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

Through application process, staff selected to work after school with targeted students. In addition some teachers programs contain scheduled AIS services daily. Outside services brought into building in the form of on-line subscriptions and licensing.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2013, there will be a 5% increase in the number of families who have logged in to the ARIS Parent Link**

Comprehensive needs assessment

- **Based on the number of parents that were logged into ARIS Parent Link as of 6/2012 (out of 1125). In addition based on the results from our last NYCDOE quality review (2010-2011) the findings listed improvement was needed in parental outreach. For example QR “Establish greater consistency in communicating to parents children’s needs of and school expectations so they can collaborate in school decisions affecting students.” In addition our Learning environment survey showed a 52% increase in parent’s feedback from 2010-2011. Our goal as a school community is for us to develop a positive and collaborative parental relationship, which will help students with academic achievements.**
- **We want to extend and expand collaboration with parents to increase the capacity to assist in their child’s learning and to enable them to track progress towards attaining measurable and achievable goals.**

***(The ARIS parent link is a secure, online location where you can find your child's daily attendance, as well as periodic assessments and NY State test results, including Regents exams. Parents of students in middle school and high school can also view report card grades, unofficial transcripts, and important information about high school graduation requirements. ARIS Parent Link can also help you find activities you can do at home with your child to improve his or her achievement.)**

Instructional strategies/activities

- 1) Parent coordinator will work closely with the Data Specialist and the Administration in registering families on to the ARIS parent link.**
- 2) The Parent Coordinator along with assistance from the PTA will set up bi-weekly parent workshops inviting families to the school to assist in the registering them on to ARIS. We will begin in January 2013. The 6th grade families will be the first to be offered these sessions.**
- 3) With assistance from the Data Specialist, Parent Coordinator will keep weekly records of the numbers of new families, which have registered.**
- 4) Parent coordinator has worked in conjunction with the foreign language department to demonstrate to students and their families the importance of logging into the ARIS parent link**
- 5) With help from the Phys Ed department, all CHAMPS spring activities will mandate students who participate to be registered for ARIS pages. If they are not already registered staff will give them the chance to register with help from Phys Ed. Department or the Parent coordinator.**
- 6) Working with CBO, The Greater Ridgewood Youth Council to include parent outreach and registration of all participants and their families**
- 7) When families come to school for disciplinary actions or for any family meetings staff or Administration they will be encouraged to share the ARIS password to assist them in accessing their child’s data.**

***Responsible Staff Members: Parent coordinator, PTA parents, Data Specialist, Deans, Phys. Ed department, Administration, Foreign language teachers**

December 2012- June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *PTA meetings will share the importance of the ARIS parent Link with families through monthly PTA meetings**
- *Teachers will include information on the ARIS registration during parent teacher conferences and family visits. Voice messenger will be sent to all families in both Spanish and English informing families of meetings and updates.**
- *Newsletters translated into all languages based on our language survey will be distributed and backpacked home by all students.**
- *All of I.S. 77 school wide data is available on the I.S. 77 website produced by the NYCDOE. This includes updates yearly progress reports, Learning Environment Surveys and past CEP's (http://schools.nyc.gov/OA/SchoolReports/2011-12/Progress_Report_Overview_2012_EMS_Q077.pdf)**

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title 1 parent funds will support these initiatives.

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	<p>* Through i-Ready program, students will be assessed and monitored for progress. The i-Ready program is a computer adaptive diagnostic, personalized data driven instruction on foundation skills, standards based practice and common core readiness.</p> <p>*Flocabulary, All curricular content in Flocabulary materials are drawn from published state and Common Core standards, and supporting lesson elements are modeled after exercises and activities found on state assessments. Flocabulary team members work with teachers and researchers to develop materials that are closely correlated to</p>	<p>*AIS scheduled to all 6th graders (except SP honors classes) Full class participation. In addition Special education classes (5) small group. This takes place during the school day. Printed lessons for small group and independent work on the computers.</p> <p>*Flocabulary, offered twice a week for an hour after school. Snack made available for the students and teachers responsible for content and making sure students targeted attend on regular basis. 3-4 teachers working in small groups 4-5 students.</p>	<p>*AIS-weekly during the school day. varies from 2x-4x per week.</p> <p>* Flocabulary digital subscription, offered 2 times per week for 1hr each day after school. Snack provided.</p>

	standards and best practices for instruction.		
Mathematics	*Through i-Ready program, students will be assessed and monitored for progress. The i-Ready program is a computer adaptive diagnostic, personalized data driven instruction on foundation skills, standards based practice and common core readiness.	Same as above (subject alternates each week)	Same as above (subject alternates each week)
Science	(See above) Readings subject specific	(see above)	During the day and after school
Social Studies	(See above) Readings subject specific	(see above)	During the day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students meet as needed with counselors. Working towards subject success, student and teacher relationships and High School decisions and readiness.	Small group and one on one offered.	Services provided when needed during the school day.

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.

***Completion by staff of BEDS survey**

***Have in place monthly new teacher meetings. (preparations for tenure portfolio/binder) Pedagogues having experience with content and process conduct these meetings.**

***Mentor supplied to all new teachers. Additional support provided in years 2 and 3 where needed.**

***Professional development opportunities where/when appropriate. We have been working closely with our Network in scheduling PD opportunities across content.**

***Departmental and Academic specific instructional rounds with feedback. (Noticings/wonderings)**

***Pre and Post observation conferences where/when appropriate.**

***We conduct monthly departmental and staff meetings. These are content specific or building wide where appropriate.**

***Relationships with Bard College and Harvard University to train and utilize student teachers.**

***Participation in The NYC Teaching Fellows program 2013. This program recruits and prepares highly qualified, dedicated individuals to become teachers who raise student achievement in the New York City classrooms that need them most.**

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;

I.S. 77'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. The school will maintain this information.

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

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

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

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

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

- Offering parent workshops on craft building, nutrition in the home and differentiating times of these meeting to accommodate more families schedules.
- 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

I.S. 77, 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 twice a year during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; Parents given access to their students records through ARIS PARENT Link. In addition each parent given instant and up to date access to students classroom performance through the ENGRADE program.
- 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;
- Parents given access to their students' records through ARIS PARENT Link. In addition each parent given instant and up to date access to students classroom performance through the ENGRADE program.

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;
- always wear my uniform to school;
- 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 Charles Admundsen/Dan Purus	District 24	Borough Queens	School Number 077
School Name I.S. 77			

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

Principal Joseph A. Miller	Assistant Principal Marilyn Berrios
Coach Ursula Justic	Coach Christina Alexiou
ESL Teacher Melinda Di Scala	Guidance Counselor Magda Orozco
Teacher/Subject Area Monica Brodsky/ESL	Parent Christine Engler
Teacher/Subject Area Kevin Schramm/ESL	Parent Coordinator Jennifer Chacon
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1127	Total Number of ELLs	206	ELLs as share of total student population (%)	18.28%
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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. 

I.S. 77's LAP team consists of Mr. Joseph Miller, Principal, Ms. Marilyn Berrios, Assistant Principal, Ursula Justic, ELA Coach, Christina Alexiou, Math Coach, Melinda Di Scala, ESL Teacher, Monica Brodsky, ESL Teacher and Kevin Schramm, ESL Teacher, Magda Orozco, Guidance Counselor, Jennifer Chacon, Parent Coordinator, and Christine Engler, Parent.

We have six classes, two per grade, which are serviced by certified content area teachers as well as five certified ESL teachers. We also have a population of ELLs in the general and special education classes serviced by certified ESL teachers. The certified ESL teachers use a Push-In Co-Teaching model in ELA and other literacy based classes. In addition, the content area teachers use ESL strategies. All students are provided with differentiated, data-driven instruction to meet and exceed criteria for city and state learning and performance standards. Some classes are in blocks and are heterogeneously grouped. Others are homogeneously grouped.

Upon registration of first time registrants, parents are administered the Home Language Identification Survey (HLIS). These forms are available in various languages. The certified E.S.L. teachers determine eligibility for testing and services by looking at certain criteria on these forms. If the student's home language is other than English, an informal interview is conducted in the native language by a licensed pedagogue, in Spanish or Chinese, if the parents speak Spanish or Chinese. Otherwise, the interview is conducted in English by a licensed pedagogue (teacher or guidance counselor). When the E.S.L. teacher determines that the student is limited-English proficient (LEP), the student is given the LAB-R (and the Spanish LAB if Spanish-speaking, only if the student does not pass the LAB-R). The test, or tests, are administered by certified ESL teachers within ten school days of the student's registration. The student is placed accordingly, depending on the LAB-R score.

Annually, each English Language Learner (ELL) is given the New York State English as a Second Language Achievement Test (NYSESLAT) to test progress in English. Students continue to receive ESL services until they reach proficiency (P) on the NYSESLAT. The ESL coordinator (who is a certified teacher), prints the most current NYSESLAT Eligibility Roster from ATS to identify all students who will take the NYSESLAT. The administration of the Speaking subtest of the NYSESLAT occurs prior to the written subtests of the examination. For the Speaking subtest, students are tested individually, one class at a time, by certified ESL teachers. The Reading, Writing, and Listening subtests are administered by certified ESL teachers and certified content area teachers over a period of two to three days, depending on scheduling. Each class gets an individualized testing schedule during the specified testing window. Accommodations are provided for ELL-SWDs whose IEPs indicate such accommodations.

Our free-standing ESL classes have students from many different language groups. These include Spanish, Chinese, Urdu, Arabic, Polish, Nepali and others. All students' parents are given Parent Survey and Selection forms at the appropriate time. Beginning in the month of September, parents are invited to attend a series of parent workshops to discuss the various program options stated on the Parent Survey and Selection forms. At the workshops, the assistant principal who supervises ESL, along with certified ESL teachers and the parent coordinator explain and discuss the available programs. We inform parents that their child will be taught the content area subject in English by certified teachers, should they choose our free-standing ESL program. Parents then watch a video and read brochures in their native languages (when available) describing all available programs. Translators are provided when available to answer questions. Additionally, Parent Surveys and Program Selection forms, in English and in most native languages, are given to parents to read and to make selections. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their

program selection forms. Certified ESL teachers and the Assistant Principal who supervises ESL, along with the parent coordinator, continually hold orientations/meetings for parents within 10 days of the new registrant's admission. Should a TBE or Dual Language program become available, parents will be notified via letter and telephone calls informing them of such program availability.

Students whose parents do not attend these workshops are sent home with the survey and selection form to complete at home. Completed copies are on file. The students sign for these forms to prove that they have been received. The majority of the forms are returned completed in a timely manner. Those few that are not returned or completed are given a duplicate. They are encouraged to return them quickly for proper placement.

Certified ESL teachers are responsible for the distribution and maintenance of all letters. The ESL teachers review updated class lists and NYSESLAT results. The ESL teachers then distribute continued entitlement letters to students who received B, I, or A on their most recent NYSESLAT. Students who receive a designation of P on their NYSESLAT receive a transition letter informing the parents that their children are proficient. New registrants receive entitlement letters explaining to their parents why they will be placed in an ESL class. Placement letters are then distributed to inform the parents of their children's placement. ALL of the aforementioned letters are distributed in the native language, when available, with an English translation on the other side. ALL letters are kept on file in the ESL office, alphabetically, by class. Duplicates are made before distribution. Students sign for the letters before they are permitted to take them home.

The trend by parents is to choose the free-standing ESL program for their children. Ninety-five percent of parents surveyed opted for their children to be in an E.S.L. program. Not enough parents on two consecutive grade levels opted for any other program. We recently have begun servicing an additional large number of ELL-SWDs. We understand that the default program for ELLs is bilingual. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their program selection forms. Certified ESL teachers and the assistant principal who supervises ESL, along with the parent coordinator, continually hold orientations/meetings for parents within 10 days of the new registrant's admission.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Contained														
Push-In							3	4	4					11
Total	0	0	0	0	0	0	3	4	4	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	61
SIFE	35	ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	46

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	106	24	11	54	0	29	46	0	21	206
Total	106	24	11	54	0	29	46	0	21	206

Number of ELLs in a TBE program who are in alternate placement: 3

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							42	51	51					144
Chinese							4	3	5					12
Russian							0	1	1					2
Bengali							0	0	1					1
Urdu							0	2	0					2
Arabic							3	8	9					20
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0

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
Polish							1	1	1					3
Albanian							0	0	0					0
Other							7	7	8					22
TOTAL	0	0	0	0	0	0	57	73	76	0	0	0	0	206

Part IV: ELL Programming

A. Programming and Scheduling Information

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

SIFE students (17%), newcomers (51%), 4-6 year ELLs (26%), long term ELLs (22%) and former ELLs are enrolled in the extended day academic programs for math, reading, writing and speaking where the emphasis is on building competence in the four modalities. The incorporation of differentiated instruction in the classroom and the Workshop Model will help the ELLs in the content-based subjects by using language acquisition strategies and more proficient students to foster learning as modeled by the teacher. The incorporation of technology-infused learning will add to the classroom teacher's repertoire of interactive instructional approaches for the ELLs. Some long term ELLs have been selected to participate in an inquiry team, based on specific criteria. In addition to the aforementioned academic programs, these groups receive targeted instruction in Language Arts. The former ELLs (students who have tested out within two years) are entitled to time and a half on any standardized test. These students get additional support by attending the extended day program.

ESL certified teachers' programs reflect the mandated number of minutes of instructional time for the beginner (360 minutes per week), intermediate (360 minutes per week) and advanced (180 minutes per week) learners. According to the data, 24% of our ELLs are beginners, 32% of our ELLs are intermediates and 45% of our ELLs are advanced. These numbers are based on the most recent NYSESLAT results. We have had many new admissions, so it appears as though our numbers do not always match.

The content area subjects are delivered using block scheduling. The content area teachers are trained in ESL methods. Some content books are available in the native languages of some students to provide native language support. Content teachers also make use

A. Programming and Scheduling Information

of translation glossaries. High interest, lower level reading materials are used for those students who need them to make the content comprehensible to them.

There are approximately 35 SIFE (Students with Interrupted Formal Education) students in our free-standing ESL program (approximately 8 students in 6th grade, 17 in 7th grade, and 10 in 8th grade). For some potential SIFE students who speak Spanish, the ALLD is used to determine SIFE status. For students whose native languages are other than Spanish, the DRA (Diagnostic Reading Assessment) and the QRI (Qualitative Reading Inventory) are administered to determine reading levels. Based on these and other assessments (teacher-created evaluations), students are placed in small groups for targeted, data driven instruction. High interest, lower level materials are used in the content area classes to assure exposure to and comprehension of grade appropriate curricula. A certified ESL teacher works with these students during their ELA periods. Vocabulary and content are tiered, and lessons and tasks are differentiated, based on each student's ability. This differentiation provides the appropriate scaffolds to allow students to progress to the next level. Technology is infused into many lessons and tasks to stimulate the growth of academic language in all modalities.

Newcomer students (0-3 years in US schools) are required to follow the theme of all ELA curricula. Newcomers who are required to take the ELA because of NCLB work in guided groups targeting needed skills based on the analyses of student work, classroom observation and/or the item skills analysis report (from ARIS). ESL and ELA teachers coordinate their planning. They build lessons by differentiating and tiering content and concept academic vocabulary, reading materials based on reading proficiency levels, as well as teacher-created materials. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

ELLs in US schools for 4 to 6 years are responsible for following the theme of all ELA curricula. The ESL teacher along with the ELA teacher differentiate and tier lessons and tasks. As with the newcomers, the data used to provide appropriate differentiation comes from student work, classroom observations and the item skills analysis report from ARIS. The ESL and ELA teachers align their tasks and lessons to the Common Core Learning Standards. Tasks are tiered so all students in this category can reach their goals of improving reading and writing. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Long Term ELLs (student who have completed a minimum of 6 years) are also responsible for following the same ELA curricula theme as the other ELLs in the classes. Lessons planned together by the ELA and ESL teachers provide scaffolding in vocabulary and reading comprehension. Small and guided groups are created based on data from the Gates-McGinitie, Item Skills Analysis, Acuity, and iReady. Differentiated materials and teacher-created materials are also used. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Our ELLs are serviced by ESL certified teachers with a push-in co-teaching model in the general education and special education populations. We use block scheduling for most classes. The use of block scheduling allows the certified ESL teachers flexibility in scheduling to accommodate the appropriate number of minutes each student based on NYSESLAT results (360 minutes per week for EACH beginner and intermediate student and 180 minutes for advanced students). For special education students, there is data-driven, targeted, small group instruction. Tiered assignments, tasks and content are utilized daily to accommodate ELL-SWD students. Since we have no bilingual program, students whose IEPs mandate bilingual services are provided a bilingual paraprofessional. The school ensures ELL-SWDs receive all services. The Assistant Principal who supervises Special Education, along with the IEP Teacher, periodically review and screen ALL IEPs to ensure that all mandated services stated on the students' IEPs are being provided.

Standards based curriculum maps are aligned with Common Core Learning Standards. There is coordinated planning between ESL and special education teachers with a focus on academic vocabulary acquisition and technology as they relate to improving literacy and content knowledge. Some of the materials used are "Differentiated Strategies for Science", "Differentiated Strategies for Social Studies", and "Differentiated Strategies for English Language Arts" (by Wendy Conklin, Shell Education). Other materials used include "Buckle Down" for Math and Glencoe Publishers for Science.

The majority of the ELL students tested Advanced in terms of the four modalities. 24% of students scored at the beginning level, with 32% scoring at the intermediate level, with 45% scoring at the advanced level. With the majority of students falling into the advanced level, we offer support in all four modalities.

These scores allow us to see that students tend to struggle with the reading/writing portion of these exams. We can better enable our students to succeed in these areas by focusing instruction on reading and writing. I.S. 77 follows the Workshop model of classroom instruction, which greatly supports the needs of our ELLs.

We have not discontinued any ESL services for ELLs. For the current school year, the school has implemented the use of iReady Diagnostic and Instruction. This program provides detailed information on reading and math. iReady is aligned with the Common Core

A. Programming and Scheduling Information

Learning Standards.

ELLs are afforded equal access to all school programs. They are mainstreamed with the General Education population for Physical Education, Talent (chorus, drama, graphic arts or band), and lunch. After school, there is a multitude of clubs that ELLs, along with the General Education population, that are available. There are BEACON and CHAMPS after school. There is a TITLE III Program that targets ELLs with a designation of Advanced. This program concentrates on the content areas with a focus on reading and writing.

Technological materials that are used are laptop computers, document cameras, projectors, Smartboards, Promethean Boards, and iPads (in ELL-SWD classrooms). Some of the materials used are iReady, "Differentiated Strategies for Social Studies", "Differentiated Strategies for Science", and "Differentiated Strategies for English Language Arts". Other materials used for content area classes are Glencoe published Math and Science books. Other Social Studies materials include US History (Holt McDougal), Spanish/English Interactive Reader and Study Guide (Holt McDougal), History of US (Joy Hakim), and Atlas of US History (Nystrom).

New students are not enrolled until school opens in September (or maybe a few days before). ESL teachers are not in school until the first day of school, so there are no activities in school to assist newly enrolled ELLs BEFORE the beginning of the school year. There are no language electives offered to ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

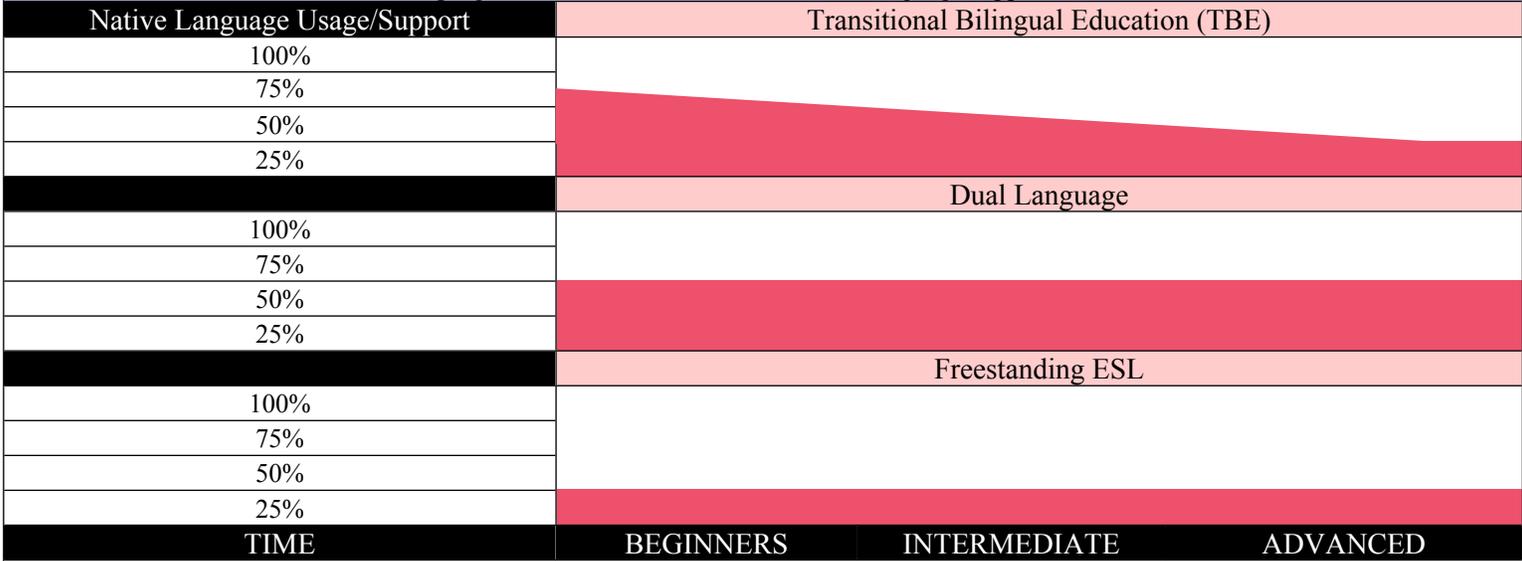
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

After reviewing the data analyzed by both proficiency level and the modalities of listening, speaking, reading and writing, the following is incorporated into the program:

Beginners need to strengthen all areas of language acquisition. They will be instructed using ESL strategies and methodologies such as: scaffolding, differentiated instruction, meta-cognitive strategies, linking and bridging information, teachers modeling good habits of reading, writing, speaking and listening, using proficiency level-based text for the beginner to move forward. The same strategies will be used with the intermediate and advanced students in order to challenge them in furthering their language acquisition and in their academic subjects to become more proficient and test out of the ESL program. The Workshop Model is used to foster learning and encourage English language acquisition in a supportive environment. Within this framework the more proficient student is working with the less proficient student to increase communication and academic success.

Instruction in the four modalities is affected by the proficiency levels in the class. Utilizing the ESL certified teacher to intensively work with the less proficient student in small groups fosters acquisition. We offer native language support to ESL students in a variety of ways. There are native language textbooks available for reference within the content area classrooms. The students also have access to bilingual dictionaries and translation glossaries. We also utilize a buddy system so that less proficient students can rely on more proficient students for some assistance. There are teachers and paraprofessionals who speak various languages throughout the building. Teachers are encouraged to have a print-rich environment with some native language words posted throughout the classes (for example: a cognates chart)

Those students who are eligible to take the ELA exam scored at Levels 1, 2, and 3. We do have a few students who take content area tests in their native languages, but a comparison of this data is difficult since they are only permitted to submit one exam. The majority of our ELLs take their exams in English. Many ELLs do pass the NYS Math exam.

The teachers are using the data from the Interim Assessments, Acuity, ARIS and Gates-McGinitie to group students and formulate differentiated instruction within the classroom as aligned with the Common Core Learning Standards. Using the data from the LAP to drive instruction, students will be instructed in appropriate groups according to proficiency across the four modalities with a focus on Academic Vocabulary and Tier II words.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques. Our entire school staff, which includes administration, ESL teachers, ELA teachers, Content Area teachers, Special Education teachers, paraprofessionals, guidance counselors, the parent coordinator, secretaries, and all related service providers that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours. Teachers who attend professional development sessions outside of the school building receive a certificate of completion. The certificates are kept in the teachers' file.

Professional Development focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching the ELLs. It will focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards and to achieve higher scores on all city and state assessments. Topics that will be addressed during these professional development sessions are as follows:

- 9/2011 Unit Mapping and lesson Design aligned to the ELA Common Core
- 10/2011 Differentiated Instruction for ELLs/SWDs
- 11/2011 Effective Questioning in the Classroom
 - i-Ready Diagnostic & Instruction
 - Aligning Standards-based tasks with CCLS Examining How Students Use Language
- 12/2011 Multi-Sensory Language Instruction
 - Strategies to Improve Vocabulary Acquisition
 - Comprehension Skills--Explicit Strategy Instruction
- 1/2012 Improving language acquisition in the content area
 - BICS and CALP Word Play (Dr. Lilly Wong-Fillmore)
 - Deconstructing & Reconstructing Sentences (Dr. Lilly Wong-Fillmore)
- 2/2012 Using the i-Ready Data to Plan Instruction
- 3/2012 Analyzing Language for Academic Reading/Academic Writing
 - What are the implications for teaching and learning?
- 4/2012 Examining Strategies for Argumentative Writing
- 5/2012 Revising Curriculum Maps using Formative Assessments.
- 6/2012 Analyzing Student Work and Classroom Interventions

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?

At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. We offer the following:

- Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.
- “Back to School Night” in September (an overview of our goals, objectives, school uniform policy, and student expectations)
- Book Campaign Kick-Off
- Parent-ARIS Workshops
- Reading/Writing Celebrations
- Understanding the High School Process/Application
- Cyber-bulling
- Fifth Grade Orientation Sessions for Incoming Students/parents
- i-Ready Diagnostic & Instruction (How to use i-Ready at home)
- ESL classes for parents

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child’s academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

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)							10	14	25					49
Intermediate(I)							17	24	24					65
Advanced (A)							31	34	27					92
Total	0	0	0	0	0	0	58	72	76	0	0	0	0	206

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	7	3				
	I							8	8	14				
	A							33	42	26				
	P							11	13	26				
READING/ WRITING	B							6	12	20				
	I							18	23	19				
	A							22	24	25				
	P							7	11	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	21	15	1	0	37
7	31	26	2	0	59
8	24	24	1	0	49
NYSAA Bilingual Spe Ed	0	0	5	6	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9	0	26	0	12	0	0	2	49
7	13	0	23	0	26	0	0	5	67
8	18	0	34	0	11	0	0	2	65
NYSAA Bilingual Spe Ed	0	0	0	0	6	0	5	0	11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	37		36		34		3		110
8									0
NYSAA Bilingual Spe Ed	2						8		10

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 majority of the ELL students tested advanced in terms of the four modalities. Twenty-four (24) percent of students scored at the beginning level, with 32% scoring at the intermediate level, with 45% scoring at the advanced level. With the majority of students falling into the advanced level, we offer support in all four modalities. These scores allow us to see that students tend to struggle with the reading/writing portion of these exams. In terms of implications for classroom instruction, it is imperative that there be more opportunities for building academic language, explicit reading instruction, grammar in the workshop model, and writing skills through word study activities and daily tasks involving the application of vocabulary into higher order thinking responses. Balanced literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting.

Instruction is data-driven and differentiated during the work period through guided reading groups and workstations. Teachers keep data binders and share the ELL Periodic Assessments and other data during the Teacher Team Meetings. The Instructional Leadership Team examines this data and visits classrooms to assess how the teacher is differentiating the task, content, and/or process. The assessment tools used to assess early literacy skills are the Developmental Reading Assessment (DRA), Gates-McGinitie, WADE (Wilson assessment) and well as school designed pre-post and interim assessments. The DRA and Gates-McGinitie give us independent reading levels and guiding reading instruction. I-Ready diagnostic and instruction screens all of our students and helps place them in RTI tiers. It also provides an instructional action plan that is differentiated, and monitors progress on the NY State Performance Indicators and the Common Core Learning Standards. Words Their Way: Word Study in Action allows for two options; students can be placed according to the spelling developmental stages or by specific grade level.

Some students opt to take content area tests in their native languages (Spanish and Chinese available only) in math and science. Some receive high scores while others do not. Since the trend for parent choice is free-standing ESL, the content instruction is in English, with native language support.

Certified ESL teachers as well as school administrators use the NYSESLAT results found on the RNMR (NYSESLAT Modality Report) and the RLAT to evaluate the success of our ESL program. We all evaluate the growth of each student by subtest over a three year period. We utilize this data to create data driven instruction in English by modality. Results are analyzed, and differentiated tasks are created for use in all classes, depending on area of need, to aim towards continued growth and success on all subtests of the NYSESLAT.

Additional Information

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

Part VI: LAP Assurances

School Name: IS 77			
School DBN: 24Q077			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Miller	Principal		1/1/01
Marilyn Berrios	Assistant Principal		1/1/01
Jennifer Chacon	Parent Coordinator		1/1/01
Melinda Di Scala	ESL Teacher		1/1/01
Christine Engler	Parent		1/1/01
Monica Brodsky/ESL	Teacher/Subject Area		1/1/01
Kevin Schramm/ESL	Teacher/Subject Area		1/1/01
Ursula Justic	Coach		1/1/01
Christina Alexiou	Coach		1/1/01
Magda Orozco	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q077 School Name: I.S. 77

Cluster: 2 Network: 208

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

Part A: Needs Assessment Findings

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

I.S. 77 examined the "Home Language Survey" . We then had all homeroom teachers collect this data and the school then tabulated all of the languages spoken at home. This data was then charted and distributed to the office personel and the homeroom teachers. Everyone received a list of all of the languages spoken at home by our students and their families.

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

Our findings showed that a majority of students spoke Spanish at home. Polish, Arabic, Chinese and Urdu each constituted 1% of the languages spoken at home. The school translates offical school communications and other documents to parents. Staff was given the results of their classes' home language surveys. On the the Blue Emergency cards the home language spoken was listed on top.

Part B: Strategies and Activities

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

All correspondence that is sent home is translated into English and Spanish. We include the DOE heading that informs the parents, in multiple languages, how they can contact the DOE for translation. This is done for all DOE generated letters. Materials are mailed in a timely fashion. The Parent Coordinator translates documents and letters into Spanish. The school messenger system is often used to inform parents of important events at I.S. 77; all of the messages are translated in Spanish. We also provide translators for Back-to-School Night and Parent-Teacher Conferences. We supply Spanish, Cantonese, Mandarin and Polish. In addition, we purchased a wireless headset system that is also used as a translation device.

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

All correspondence that are sent home is translated into English and Spanish. Materials are mailed in a timely fashion. Staff members translate the correspondence into Spanish. The school messenger system is often used to inform parents of important events at I.S. 77; all of the messages are translated in Spanish. We also provide translators for Back-to-School Night and Parent-Teacher Conferences. We supply Spanish, Cantonese, Mandarin and Polish. In addition, we purchased a wireless headset system that is also used as a translation device.

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>.

Our goal is to communicate with non-English speaking parents, support shared parent-school accountability, and provide parent access to information about their child's educational options. A team of individuals are responsible for translating all documents in a timely manner. Parents will receive a letter explaining their rights.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: I. S. 77	DBN: 24Q77
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: The majority of the ELL students (48%) tested advanced in terms of the four modalities. According to the NYSESLAT data, the students tend to struggle with the reading and writing portion of these exams. The direct instruction supplemental program will target the advanced students in grades 6 through 8. We have 83 advanced students in grades six through eight. The After-School program will provide extra help and enrichment opportunities in reading and writing. We have fully certified ESL teachers that provide services to all of our ESL students. Teachers who have an English license will also provide additional support to the ESL students. The program will run two days a week, for 60 minutes each session from January till April. The program, The Word-Up Project, will focus on building academic language as well as reading comprehension, and critical thinking skills.

The March "Holiday School" will also focus on building academic language. Flocabulary consultants will provide language instruction to the English Language Learners using a multimedia approach during the spring break in March. The research based lessons are engaging and designed to provide multiple, varied exposures to each word. The vocabulary words are drawn from an analysis of state tests and core reading lists.

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: Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques to help the students achieve their greatest potential. In addition to what is provided in I.S. 77, on-going professional development within the network or across the city provides staff with the skills to build academic language across the content areas. The ESL Providers as well as the content teachers receive this professional development. The professional development sessions will also focus on how to prepare ELLs to meet the academic rigor of the Common Core State Standards. Topics that will be addressed during these professional development sessions are as follows:

Sept. Revising Curriculum Maps/lesson design alligned to the City-Wide Expectations
Oct. Writing Pre/Post Assessments Aligned to the CCLS
Nov. Effective Questioning/Discussion Techniques
Teaching to the Objective
Using Differentiated Instruction in the Secondary Classroom
Dec. Examining the Elements of Argumentative Writing

Part C: Professional Development

	Examining Strategies for Close Reading
Jan.	Analyzing Language for Academic Reading/Academic Writing
Feb.	Examining /Integrating Vocabulary in the Genre of Argument
March	Vocabulary Development Using Tier II and Tier III Words
April	Providing Scaffolds for ELLs in the Areas of Informational/Explanatory Reading/Writing
May	Analyzing Student Work and Classroom Interventions
June	Revising Curriculum Maps using Formative Assessments

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 I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.

We offer the following workshops:

Sept.	"Back to School Night" (an overview of our goals, objectives, school uniform policy, and student expectations)
Oct.	Book Campaign Kick-Off Understanding the High School Process Application
Nov- March	Monthly ARIS Workshops (examining student data)
Nov- January	Engrade--Setting up e-mail accounts for parents Creating Engrade log in passwords Access students' data (classwork/homework/exams) using Engrade Examining the Parent Communication Log
May	Fifth Grade Orientation Session for Incoming Students/Parents

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child's academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and are sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

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