



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOSEPH PULITZER INTERMEDIATE SCHOOL 145Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **30Q145**

PRINCIPAL: DR. DOLORES BECKHAM

EMAIL: DBECKHA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR. PHILIP COMPOSTO**

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
Dr. Dolores Beckham	*Principal or Designee	
Mr. John Gordon	*UFT Chapter Leader or Designee	
Maria Restrepo	*PA/PTA President or Designated Co-President	
Maritza Agrelo	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Beatrice Johnson	Member/CSA-Administration	
Mary Natole	Member/UFT Staff	
Elizabeth Ryan	Member/UFT Staff	
Alyssa Lamano	Member/UFT Staff	
Danielle Jacobus	Member/UFT Staff	
Neville Simms	Member/UFT Staff	
Myrna Wilson	Member/ Parent	
Migdalia Ramos-Diaz	Member/ Parent	
Marisa Bassi	Member/ Parent	
Martha Ramirez	Member/ Parent	
Gloria Carmona	Member/ Parent	
Gabriella Tibball	Member/ Parent	
Maria Vega	Member/ Parent	
Fatemeh Abdollah	Member/ Parent	

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the percentage of Level 3 and 4 students meeting standards on the Math State Exam.

By June 2013, there will be a 2% increase in the percentage of students scoring at Level 3 or higher on the NY State Math assessment.

Comprehensive needs assessment

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

Based on results on the 2011-2012 Progress Report and a review of formal and informal assessments, this area was identified as needed for improvement in student performance.

Instructional strategies/activities

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

Beginning in August 2012 and continuing through June 2013 we will conduct the following activities needed to achieve this goal:

- Provide PD to all Math teachers to infuse literacy and the use of technology in Mathematics.
- Monitor inter-visitation protocols to identify best practices in teachers who have demonstrated growth in having their students achieving Levels 3 and 4.
- Teachers will continue to have training in streamlining different sources of data to differentiate instruction to meet the needs of all subgroups.
- Continue providing weekly PD to all Math teachers in the citywide instructional expectations in alignment with the implementation of the CCLS.
- Identified Master teachers will be inter-visited by other teachers to share best practices; we will keep a log of these inter-visitations.
- We will keep weekly minutes of our instructional cabinet meetings and share our findings with all staff and faculty.
- Research-based articles in connection with the improvement of academic performance of different subgroups will be shared and discussed with faculty at Professional Development Meetings.
- We will continue to provide Scantron assessments to gauge our students' progress through the course of the year.
- Students' performance will be monitored by TANs, SANs, Student Portfolios, Journals, Periodic Assessment results and teacher-generated, performance-based assessments.

Key personnel and resources include: Principal, Asst. Principals, Coaches, Lead Teachers, Teachers, Network Support Staff.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligns to the goal when and where 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.

As a Title I school, we will provide workshops for parents on the topics of Common Core Learning Standards (CCLS), assessments, transitioning to high school, youth development issues, support for ELL's and Special Needs students, and parenting support issues.

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 IIB 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 I: Parent Workshops, Teacher Salaries, Coaches, Coverages, Translation, OTPS
 - Tax Levy: Teacher PD, Resources, Materials, Coaches, Assistant Principals, Lead Teacher, Teacher Salaries, SBST,
 - Title III: After-School Programs, OTPS
 - NYSTL: Instructional Resources, OTPS

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Increase the percentage of Level 3 & 4 students meeting standards on the ELA State Exam.

By June 2013, there will be a 2% increase in the percentage of all students scoring at Level 3 or higher on the NY State ELA assessment.

Comprehensive needs assessment

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

Based on results on the 2011-2012 Progress Report and a review of formal and informal assessments, this area was identified as needed for improvement in student performance.

Instructional strategies/activities

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

Beginning in August 2012 and continuing through June 2013 we will conduct the following activities needed to achieve this goal:

- Achieve 3000, a computer-based literacy program, will be offered to 80% of all Intermediate and Advanced ELL students.
- Inter-visitation will also continue to be implemented as a vehicle for all teachers to observe best practices by successful teachers in having students meet Level 3 or higher.
- We will have an overall general focus in Instructional Cabinet on how to meet the needs of all subgroups to infuse literacy in all content areas to support ELA initiatives.
- We will order "just right" books that are age and level appropriate for different subgroups.
- To increase the collaboration among General Ed, Special Ed and ELL teachers.
- To monitor the implementation of the CCLS units generated by our school team and aligned to the citywide instructional expectations.
- Identified Master teachers will be inter-visited by other teachers; we will keep a log of these inter-visitations.
- We will keep weekly minutes of our instructional cabinet meetings and share our findings with all staff and faculty.
- Research-based articles in connection with the improvement of academic performance to meet the needs of all subgroups will be shared and discussed with faculty at Professional Development Meetings.
- We will use Scantron assessments to gauge our students' progress through the course of the year.
- Student performance will be monitored by TANs, SANs, Student Portfolios, Journals, periodic assessment results and teacher-generated, performance-based assessments.
- There will be a focus on the skill of listening and the assessment thereof in all content areas.

Teachers will be highly trained in streamlining different sources of data to differentiate instruction to meet the needs of all subgroups.

Key personnel and resources include: Principal, Asst. Principals, Coaches, Lead Teachers, Teachers, and Network Support staff.

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.
As a Title I school, we will provide workshops for parents on the topics of Common Core Learning Standards (CCLS), assessments, transitioning to high school, youth development issues, support for ELL's and Special Needs students, and parenting support issues.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I: Parent Workshops, Teacher Salaries, Coaches, Coverages, Translation, OTPS
- Tax Levy: Teacher PD, Resources, Materials, Coaches, Assistant Principals, Lead Teacher, Teacher Salaries, SBST,
- Title III: After-School Programs, OTPS
- NYSTL: Instructional Resources, OTPS

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To utilize technology to enhance and supplement instruction in all content areas for ELLs in Self-Contained Classes (12:1 and 12:1:1). By June 2013, there will be a .5% increase in the percentage of ELL students in self-contained classrooms scoring a gain of 1 level from Beginner to Intermediate and Intermediate to Advanced in the Reading and Writing modality of the NYSESLAT exam

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. Based on results on the 2011-2012 Progress Report and a review of formal and informal assessments, this area was identified as an area that could impact upon the progress and performance of subgroups of students.

Instructional strategies/activities

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

Beginning in August 2012 and continuing through June 2013 we will conduct the following activities needed to achieve this goal:

- Teachers will receive training and will utilize different computer-based programs (Achieve 3000, Destination Math, Destination Reading, and the Learning Village Science Program).
- Technology hardware and software, including licenses for a variety of programs, have been purchased for student use.
- Specific classes have been scheduled to receive these programs weekly.
- Materials/ programs have been purchased/accepted and will be offered to identified classes in the school.
- All identified students will receive an access code to ensure they have opportunities to succeed via these resources.
- Classes who have been scheduled into these special programs will be observed and monitored for successful implementation.
- Student performance will be monitored by TANs, SANs, Student Portfolios, Journals and performance-based assessments.

Teachers will be highly trained in streamlining different sources of data to differentiate instruction to meet the needs of all subgroups.

Key personnel and resources include: Principal, Asst. Principals, Coaches, Lead Teachers, Teachers, Network Support Staff.

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. As a Title I school, we will provide workshops for parents on the topics of Common Core Learning Standards (CCLS), assessments, transitioning to high school, youth development issues, support for ELL's and Special Needs students, and parenting support issues.

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 IIB 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 I: Parent Workshops, Teacher Salaries, Coaches, Coverages, Translation, OTPS
 - Tax Levy: Teacher PD, Resources, Materials, Coaches, Assistant Principals, Lead Teacher, Teacher Salaries, SBST,
 - Title III: After-School Programs, OTPS
 - NYSTL: Instructional Resources, OTPS

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By 2013, we will increase the Increase and improve school communication with parents by 2% as demonstrated by attendance at parent workshops, school functions and teacher/parent contact.

Comprehensive needs assessment

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

Based on results on the 2011-2012 Learning Environment Survey, this area was identified as an area in which improvement would benefit our communications with families.

Instructional strategies/activities

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

Our timeline for implementation of this work will begin in September 2012 and run through June 2013.

- We will use parental involvement money to offer 22 workshops to parents, based on the survey results.
- Parental trips to music and art cultural institutions.
- Urban Advantage Family trips.
- Science and Math Family Fun Nights.
- School Messenger Service to increase parental participation and communication in various languages.

Key personnel will include the principal, assistant principals, parent coordinator, teachers, and support from our network specialists.

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.

As a Title I school, we will provide workshops for parents on the topics of Common Core Learning Standards (CCLS), assessments, transitioning to high school, youth development issues, support for ELL's and Special Needs students, and parenting support issues.

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 IIAB 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 I: Parent Workshops, Teacher Salaries, Coaches, Coverages, Translation, OTPS
 - Tax Levy: Teacher PD, Resources, Materials, Coaches, Assistant Principals, Lead Teacher, Teacher Salaries, SBST,
 - Title III: After-School Programs, OTPS
 - NYSTL: Instructional Resources, OTPS

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

- Title I: Parent Workshops, Teacher Salaries, Coaches, Coverages, Translation, OTPS
- Tax Levy: Teacher PD, Resources, Materials, Coaches, Assistant Principals, Lead Teacher, Teacher Salaries, SBST,
- Title III: After-School Programs, OTPS
- NYSTL: Instructional Resources, OTPS

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	The 21st Century programs provide additional tutoring for struggling students in the 6th, 7th, and 8th grades.	Small group/one-to one tutorials	Additional instruction that supplements regular class instruction during the day, before and after school. We also conduct exam sessions on Saturdays and during our vacation periods.
Mathematics	The 21st Century programs provide additional tutoring for struggling students in the 6th, 7th, and 8th grades.	Small group/one-to one tutorials	Additional instruction that supplements regular class instruction during the day, before and after school. We also conduct exam sessions on Saturdays and during our vacation periods.
Science	Teachers supplement instruction by requiring an investigative science report and product from each student.	Small group/one-to one tutorials	Additional instruction that supplements regular class instruction during special cram sessions held during the year on Saturdays and during vacation periods.
Social Studies	Teachers supplement instruction by requiring an investigative social studies report and product from each student.	Small group/one-to one tutorials	Additional instruction that supplements regular class instruction during special cram sessions held before and after the students' regular sessions, on Saturdays and during vacation periods.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselors and the School Psychologist provide services based on their mandated caseloads. Guidance Counselors also serve students that are non-mandated. The Elmhurst Mental Health Clinic also supports our students by providing mental health services mandated and at risk.</p> <p>At-risk Services provided by the Social Worker</p> <p>Our school Social Worker provides services based on mandated caseloads. The Elmhurst Mental Health Clinic also supports our students by providing mental health services mandated and at risk by social workers as well as a Psychiatrist.</p> <p>At-risk Health-related Services</p> <p>At risk medical services are provided by a nurse from the Department of Health and by the Elmhurst Clinic based on our premises for all students in 6th, 7th and 8th grades. There are two nurses on staff as well as a Nutritionist, Medical Doctor that also service our students.</p>	<p>Small group/one-to-one counseling.</p>	<p>Before, during, and after school as needed.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure that they have the supports and strategies to grow professionally we are highly invested in professional development opportunities. We offer professional development to teachers on current topics provided by administrators, lead teachers, and as through the support of our Partnership Support Organization, CEI-PEA .Mentoring is implemented as per teacher requirements.

We plan professional development prior to the start of the school year and select focus topics that are designed to improve teacher practice and student outcomes. We believe in individualized professional development plans that are designated to focus on each teachers' needs. Teachers are active participants in the process and collaborate with administration to look at their development mainly through the observation process which utilizes Danielson's *Framework for Teaching (2007)* as well as understanding student data and looking at student work. Teachers self assess on a regular basis and confer with school leaders. Timely feedback is a priority.

All professional development is research based and evidence based. Research based instructional strategies (RBI's) are emphasized in our trainings and via the informal and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that our teachers have the resources and support needed to succeed. We encourage celebrations of success and sharing of good practices across academies, content areas and grades.

**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;

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 practical in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debora Maldonado/ Mae Q. Fong	District 30	Borough Queens	School Number 145
School Name Joseph Pulitzer			

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

Principal Dr. Dolores Beckham	Assistant Principal Mr. Ivan Rodriguez
Coach Ms. Kelly McNulty	Coach Ann Zajac
Teacher/Subject Area Smith Jorge (ESL)	Guidance Counselor Carmen Persichitti
Teacher/Subject Area Cecilia Delgado (Science)	Parent
Teacher/Subject Area Christine Fuentes (Math)	Parent Coordinator Geri Fils-Aime
Related Service Provider Rebekka Plaia	Other Maria Garrido (ESL Teacher)
Network Leader Mae Q. Fong	Other Robert Nikc (AP)

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	18	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	2056	Total Number of ELLs	466	ELLs as Share of Total Student Population (%)	22.67%
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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. 

IS 145 follows the mandated protocols to place ELLs where they can benefit the most. The bilingual staff comprised of a secretary (Ana Donaso), guidance counselor (Carmen Persichitti), parent-coordinator and Assistant Principal are highly trained to assist parents in the enrollment process. At enrollment, the Home Language Identification survey (HLIS) is administered to determine LAB-R eligibility. If the Home Language is other than English or the student's native language is other than English, then an informal student interview in their native language as well as English is conducted by Ivan Rodriguez (assistant principal). If the student speaks a language other than English or speaks little or no English, a licensed ESL teacher (Maria Garrido) administers the Language Assessment Battery-Revised (LAB-R) within the 10 day time period. If the student scores below proficiency he/she is considered an ELL. The Parent is then informed of the three educational programs we offer to ELLs. The Parent then opts for one of the three (TBE, Dual or Freestanding ESL). Annually we administer the NYSESLAT to determine student proficiency (ie., beginning, intermediate or advanced level). If the student falls into any of these levels, the student remains an ELL and the services continue. Once ELLs take the NYSESLAT, they are placed accordingly based upon their performance.

We provide the parents with the Chancellor's video where it explains the parent choices in their native language. Parents are informed of the different choices and the entitlement letter is provided to them to complete it since the school offers all possible choices. Letters stating the parent's preference is kept in a school file.

Parents are continuously invited, in writing, to visit the school to: attend workshops, discuss their child's progress, update, if necessary, the entitlement letters, visit the classroom to best understand their choices, and to take computer or ESL classes. The trend in program selection over the years shows that parents are more interested in placing their children in Dual Language or Free-Standing ESL. All programs offered are aligned with parent requests. Based on the Parents' Choice Letters and the Home Language Survey forms, IS 145Q has created four (4) ESL, six (6) TBE classes and six (6) Dual Language Classes. In Parent Orientation meetings, the three programs that are offered by the city are thoroughly explained. If parents choose to change the student's original placement from the entitlement letter, an explanation is provided once again in the parent's native language if needed. Once the parent makes a decision, the letter indicating their selection is kept in a school file.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	2	2					5
Dual Language (50%:50%)							2	2	2					6
Freestanding ESL														
Self-Contained							2	1	1					4
Push-In							12	10	8					30
Total	0	0	0	0	0	0	17	15	13	0	0	0	0	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	466	Newcomers (ELLs receiving service 0-3 years)	192	Special Education	103
SIFE	25	ELLs receiving service 4-6 years	155	Long-Term (completed 6 years)	109

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	129	13	2	3		1	8	0	8	140
Dual Language	3	0	0	3			4	0	0	10
ESL	83	10	7	134	7	40	99	0	31	316
Total	215	23	9	140	7	41	111	0	39	466

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	56	60					139
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	23	56	60	0	0	0	0	139

**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	EL L	EP	EL L	EP	EL L	EP												
Spanish														65	6	55	4	57	10	177
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other													1						1	0
TOTAL	0	1	65	6	55	4	57	11	177											

**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: 3

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino: 185

Native American: ____

White (Non-Hispanic/Latino): ____

Other: 3

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							122	97	69					288
Chinese							1	0	1					2
Russian							0	0	0					0
Bengali							2	5	6					13
Urdu							3	0	0					3
Arabic							1	1	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							2	0	0					2
Other							2	1	2					5
TOTAL	0	0	0	0	0	0	133	104	79	0	0	0	0	316

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?

A. Programming and Scheduling Information

I.S .145 has the following organizational models to service the ELL population:

- Homogeneous grouping based upon proficiency level. Students travel as a block to the different content area teachers. All content areas are departmentalized.
- The ESL teachers deliver 360 minutes of ESL instruction a week to all beginner and intermediate ELLs and 180 minutes to advanced ELLs.
- Bilingual classes receive 60% of their instruction in Spanish, including 180 minutes of Native Language Arts a week.
- Dual Language classes follow a 50-50 model including five (5) periods of NLA and one subject (Science or Social studies) completely taught in Spanish.
- Students in Freestanding ESL receive 100% of the instruction in English. Advanced students in the mainstream setting receive push-in services by licensed ESL teachers.

The Delivery of instruction for ELLs in all content areas is based upon the Workshop Model, which emphasizes cooperative and inquiry-based learning. The use of Q-TEL and CALLA Methodologies, balanced-literacy instruction and student-centered tasks are some of the strategies used to help ELLs improve their linguistic and academic abilities. ELLs are expected to perform to the same standards as Non-ELLs.

The school-mandated curricula is supplemented by a variety of ELL specific texts, software and theme-based classroom libraries. Teachers implement various scaffolding strategies such as making connections, gallery walks, Talk Show, Think Aloud, and Peer Assessment amongst others. Teachers meet once a week to review research-based literature, reflect upon strategies modeled during teachers' inter-visitiation, and analyze student work via teacher moderation.

Students in the ESL self-contained program are provided with content-area glossaries and dictionaries. Low incident language students receive one-to-one translation in state exams. Parents and students receive documents from the Department of Education in different languages.

In addition, ELLs have access to computer-based programs for reading and mathematics, i.e., Achieve 3000, ESL Reading Smart, and Destination Math. These programs allow teachers to tier lessons to target the academic needs of individual students based upon their learning styles.

ELLs with 80% participation rate during the school year 2011-12 will accelerate their linguistic and academic learning in all content areas through smaller classes with quality instruction, technology, multicultural activities, and extended-day and Saturday programs.

School team members and teachers of ELLs spend a minimum of 30 hours during their professional development periods on planning and receiving high quality training on a variety of strategies and methodologies specifically designed to support the accelerated academic/language learning of the ELL population.

I.S. 145 has 111 Long-Term ELLs. In streamlining the different sources of formative and summative assessments (State exams, Acuity scores, Subject area Core Tests, Student portfolios, Scantron performance series), Long-Term ELLs underperformed in comparison to our school's non-ELLs as follows: In the area of Mathematics, they showed deficiencies in: (a) Number sense and operations – Recognizing the difference between rational and irrational numbers; (b) Short and extended responses in Geometry and Algebra; and (c) Solving equations involving the distributive property.

Using the NYSESLAT (reading and writing modalities) and the ELA State Exam as baselines, this subgroup of Long-Term ELLs shows deficiencies in analyzing nonfiction texts. Based on the ELA item analysis reports, ELLs scored below standard in the following areas: (a) Identifying different perspectives (such as social, cultural, ethnic, historical) on an issue presented in one or more than one text; (b) Evaluating the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas; and (c) Recognizing how the author's use of language creates images or feelings.

ELLs within the ICT or self-contained settings receive push-in services by a licensed ESL teacher according to their NYSESLAT level which would range from 180 to 360 minutes. The teachers that are working with this population, especially in the ELA department, have

A. Programming and Scheduling Information

received units of study with a section that addresses the different tasks and assessments that could be used to differentiate for this population. Push-in services by a licensed ESL teacher are provided to all students with an IEP. The ESL teacher inputs the services in SESIS and calls the IVR system to report services provided. The ESL Push-in teacher, in collaboration with the content area teacher, plans and co-teaches each lesson. Bilingual IEP students receive four (4) periods of native language arts if they are in the bilingual self-contained class. A bilingual paraprofessional also provides support to bilingual students within a monolingual setting.

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

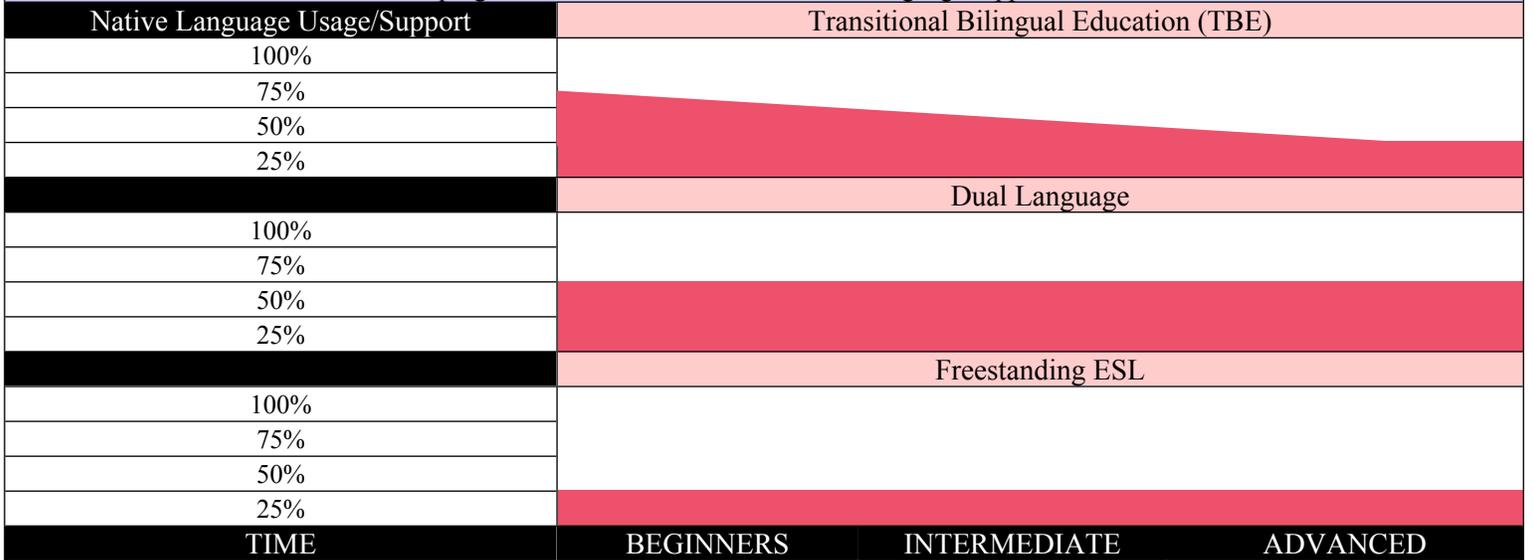
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

The ESL/ Bilingual staff analyzes the ELL interim assessment to: differentiate instruction, (b) plan school assessment tools, (c) align the NLA and ESL instruction following the Workshop Model, and to plan professional development activities for teachers.

Our beginner students will be receiving eight periods of ESL by a Certified ESL teacher and four periods of Science in English using CALLA methodology to initiate the student in the cognitive academic language (CALP). Teachers in all content areas will summarize their lessons in English.

Our SIFE students receive Academic Intervention Services during the day and the morning Extended Day Program. We are also exposing them to many cultural events. SIFE students are included in as many activities as possible in order to develop their academic and cultural interests.

Long Term ELLs will continue to attend regular classes and receive ESL services within a push-in model by an ESL certified teacher. Teachers working with ELLs will be trained in infusing writing in all content areas. Students will be encouraged to attend an Extended Afternoon Program and Saturday Program in preparation for the ELA Exam. There is a continuous open-door policy whereby ELLs in the mainstream classes are permitted to come to the International Bridge Academy during their Assembly period to meet with the bilingual guidance counselor to discuss any issues or concerns they may have. This information is discussed at the school cabinet meetings with their respective directors.

The instructional materials in terms of technology that are used to support ELLs are Achieve 3000, Reading Smart, and Destination Math. These materials are used in content areas and are available in their native language. In addition, teachers have classroom libraries to accommodate and support the different literacy levels for students in Bilingual programs.

Our ELLs who have been identified as students with special needs are in ICT classes or are receiving SETTS or related services. They are following IEP set goals and CSE recommendations. They are also encouraged to attend After School and Saturday programs. All ELLs are receiving the required hours of instruction per week and this can be reviewed by looking at student and teacher schedules.

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)?

IS 145 has a 50-50 English/Spanish model for students in dual language programs. We are the feeder school for many elementary schools that have DL programs. Therefore, our goal is to keep this population to be biliterate, bilingual and bicultural. We have a bilingual staff who is constantly assessing their language and cognitive development in different content areas.

D. Professional Development and Support for School Staff

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

The teachers servicing ELLs meet on a weekly basis for professional development. They meet by departments and cluster (DL, ESL, Bil.) teams. Lead teachers, coaches, departmental administrators, staff from Network (LSO) and the Office of English Language Learners are instrumental in moving the staff forward. Some professional books used for PD are: Differentiated Assessment Strategies, How to Give Effective Feedback to your Students, Understanding by Design, Checking for Understanding, amongst others. All math and ELA/ESL teachers meet on a weekly basis to discuss, plan and implement different strategies and tasks to accommodate the needs of ELLs per the new Common Core Learning Standards, performance assessment, looking at student work, etc. Science and Social Studies teachers meet twice a month.

All guidance counselors are aware of the ELL's needs via their academy directors. They meet twice a month to address ELLs' academic, as well as social/emotional challenges.

We will continue providing teachers opportunities for professional development outside of IS 145. Different teachers will be attending workshops offered by the Office of English Learners on: ELL Writing Institute, Middle School Math Institute, Science Institute, amongst others.

The ESL and content area teachers will be trained in how to utilize the Academic Language and Literacy Diagnostics (ALLD) and Oral Interview Questionnaire to identify the students with Interrupted Formal Education. Also, teachers will be part of an inquiry team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual needs of the focused population. Furthermore, teachers will receive extensive training in the use of computer-based software specifically designed to help students develop their linguistic and academic performance. Records of meetings are maintained as per Jose P. such as agendas, sign-in sheets of participating staff, etc. These records are maintained in school files.

E. Parental Involvement

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

There is an open door policy for parents of ELLs at IS 145. Parents are taking ESL classes offered at the school site through the ELLIS Program. Parents will also benefit from the Achieve 3000 Program by receiving training in monitoring their child's performance, while using the computer-based software. Parents will also receive computer classes. Monthly Parent letters are provided in both Spanish/English. Further explanations of events and upcoming testing are conducted in monthly PTA meetings. Translations are provided in all meetings with parents. The school has the advantage of having a multicultural staff. This school is around 88% Spanish. I.S. 145 Q partnerships with the Goodwill Industries Beacon Program at P.S. 149Q. Both our student and parent populations are encouraged to take advantage of the different services (workshops, sports activities) they provide to the community. We also partnership with Adult Learning DC 75 where they provide in-house ESL, Computers and GED classes to our parents.

Parents will be trained in topics such as: How to assist their children with how schools work, How to talk to adolescents, How to determine gang and drug-related behavior, How to familiarize themselves with the Board of Education Regulations (Discipline Code, choosing the appropriate High School, etc.). These workshops will be conducted once a month by the Guidance Department.

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)							17	12	3					32
Intermediate(I)							0	0	0					0
Advanced (A)							0	4	7					11
Total	0	0	0	0	0	0	17	16	10	0	0	0	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	13	13				
	I							9	13	17				
	A							69	61	28				
	P							47	62	72				
READING/ WRITING	B							16	19	32				
	I							20	47	51				
	A							76	69	47				
	P							20	14	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	86	43	2	0	131
7	53	61	0	0	114
8	56	65	0	0	121
NYSAA Bilingual Spe Ed	0	0	0	0	0

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	39	5	51	23	16	15	2		151

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	14	16	38	27	30	35	1	1	162
8	12	6	49	38	17	15	1	1	139
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8	7	39	24	21	21	3		123
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	20	21	30	78	3	17	22	129
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After reviewing data patterns across proficiency levels on the LAB-R and the NYSESLAT, ELLs at IS 145Q. have stronger oral language development than written language development. This trend is also affecting our long term ELLs where 71 out of 105 are proficient in Listening and Speaking, but in the Reading and Writing modalities, they are not able to reach the proficiency level. In order to improve and help our ELLs content area instruction, our overall reading and writing instruction needs to be strengthened. More explicit instruction in literacy genres will also be implemented. ELLs will be exposed to a variety of content area reading materials, along with strategies for understanding the concepts explained in the materials.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Joseph Pulitzer

School DBN: 30Q145

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Dolores Beckham	Principal		
Ivan Rodriguez	Assistant Principal		

School Name: Joseph Pulitzer

School DBN: 30Q145

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Geri Fils-Aime	Parent Coordinator		
Smith Jorge	ESL Teacher		
	Parent		
Cecilia Delgado (Science)	Teacher/Subject Area		
Cristine Fuentes (Math)	Teacher/Subject Area		
Kelly McNulty	Coach		
Ann Zajac	Coach		
Carmen Persichitti	Guidance Counselor		
Mae Q. Fong	Network Leader		
Robert Nikc	Other <u>Assitant Principal</u>		
Maria Garrido	Other <u>ESL Teacher</u>		
Rebekka Plaia	Other <u>RSP</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q145 **School Name:** Joseph Pulitzer Intermediate School

Cluster: 5 **Network:** CFN 535

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.

Based on the data in the Home Language Report, this school is 80% Spanish, 4% Bengali/Urdu, as well as 24 other low-incidental languages. Since we have a multi-cultural staff, the school accomodates the language translations accordingly. The school accesses translated documents from the Department of Education to communicate with parents of different languages, for example, Discipline Codes, Title III and Title I entitlement letters, among others.

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.

Parents highly benefit from receiving monthly parental letters, progress reports and regular communications in English and Spanish. Oral interpretations are provided in all Parent-Teacher, School Leadership Team meetings, School Open Houses, Parent-Teacher Conferences, etc. We post the Parent Rights document in all languages approved by the Department of Education. All school staff members are instructed that information to the parents should always be conveyed in English as well as in parents

language.

Part B: Strategies and Activities

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

Written translation services are provided in Spanish, as well as in all other languages approved by the Department of Education. As mentioned above, we have a multi-cultural staff. The school accommodates the language written translations accordingly and are provided for all school communications to parents. Monthly parental newsletters go home in at least two languages.

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

Oral interpretation services will be provided by the in-house multi-lingual staff in the parents native languages during small group meetings, Parent-Teacher conferences, School Leadership Team meetings, Open-Houses, and any other activity as needed.

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>.

School fulfills Section VII of Chancellor's Regulations A-663 by:

- * Providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- * Posting in our Main School Lobby a sign in each of the covered languages or most prominent languages indicating the availability of interpretation services.
- * Creating a Safety Plan containing procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- * Obtaining for parents of more than 10% of the students that speak a primary language that is neither English nor a covered language, from

the Transition and Interpretation Unit a translation into such language or the signage and forms as required.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: IS 145Q	DBN: 30Q145
Cluster Leader: Debra Maldonado	Network Leader: Ellen Padva
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Spring Break
Total # of ELLs to be served: 160 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: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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:

Throughout the course of the school year, IS145Q provides extensive enrichment and support for our large ELL population. These programs take place after school, on Saturdays and over vacation periods when school is in recess. The language of instruction is aligned to the students' placement per CR Part 154, i.e., Spanish and English. The following materials will be used to enhance the after school programs: (a) Young Adult books aligned to the CCLS for grades 6th, 7th & 8th from Flame Company (b) ESL Reading Smart by ALLOY Media (c) Achieve 3000. The total cost of these materials will be a total of \$5,000.00. We, will also supplement our computer based programs with the purchase of 15 laptops at the rate of \$1,200.00 for a total of \$18,000, and projectors for a total of \$1,969.84.

The following is an overview of each of the programs we offer at IS145 to meet the needs and overcome the challenges presented to us with our large ELL group:

After School Program

This program provides support for our students on a regular basis after school. In order to more readily bring our ELL population up to speed and more prepared for the state ELA and Math Assessments, this program meets regularly after school throughout the year to provide as much support as possible. Technology will be infused in the delivering of instruction using Achieve 3000. Due to the fact that we have over 2,000 students and our school runs on two sessions (Early and Late) our after school program wont have access to the laptops or the computer lab. Therefore, we propose to purchase 15 laptops to use the Achieve 3000 program with our students to target and develop the skills they are deficient in. These laptops will only be used exclusively by the Title III programs. Instruction is offered three days a week from 2:45-4:15 PM from November through May for a total of 60 days for an hour and a half with four teachers at the rate of \$50.19 for a total of \$18,068.40. Students will be serviced by a licensed/certified ESL or Bilingual teacher.

Saturday Instructional Academy

In order to help our ELL's meet the needs of the 21st Century, in a world that is ever more focused on technology, we offer our students the Saturday Academy. During this time emphasis is placed on students developing their English and math skills via a variety of literacy-based and math tailored programs. These programs include Achieve 3000, Reading Smart for ELLS, and Destination Math. The Saturday Instructional Academy will meet from 8:30am – 1:30pm for a total of 13 Saturdays for four hours of instructional time at a rate of \$50.19 for a total of \$10,439.52. One of the periods of instructions will be dedicated to technology and the use of the 12 Laptops, in addition to breakfast and

Part B: Direct Instruction Supplemental Program Information

lunch for the students. These students will be serviced by a licensed/certified ESL or Bilingual teacher.

Mid-Winter/Spring Break Academy

A lot of research has been conducted on the improvement of student learning in regard to the development of writing. Doug Reeves' 90-90-90 study concluded that the best way to improve this area was via a "laser-like focus" and an emphasis upon non-fiction writing. For the spring break this Academy will focus its attention on non-fiction reading and writing. In this way students will be offered an opportunity to develop their CALP (Cognitive Academic Language Proficiency) to better meet their needs in the classroom, both in the middle school and high school, and ultimately, with this foundation, the college level. The Mid-Winter/Spring Academy will also meet from 8:30am – 1:30 pm for six days for four hours of instructional time at a rate of \$50.19 for a total of \$4,818.24. Again technology will be infused in the delivery of the instruction for one period.

For each program students are invited to participate based upon the following criteria:

- Student Test Score: State Exams and Ed Performance Assessment (Scantron)
- Teacher Recommendation
- Parental Choice and Consent

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:

The teachers servicing ELLs meet on a weekly basis to receive professional development. They meet by department and cluster (DL, ESL, BL) teams. Lead teachers, coaches, departmental supervisors, LSO staff and the office of English Language Learners are instrumental in providing the on-going pedagogical support required. Teachers have been highly trained in assessing students' performance to drive instruction, refining components of the workshop model, QTEL strategies, and differentiation of content, process and product. Teachers also use different standardized exams, TAN, SAN, Core Tests and Interdisciplinary Portfolios to drive instruction based on the students' needs. NLA Spanish teachers, teaching TBE and DL students also use the workshop model and mirror the ELA format. Some of the professional books to provide training for teachers are: Differentiated Assessment Strategies, How to Give Effective Feedback to you Students, Understanding by design, Checking for Understanding, Pathways to Common Core among others.

Part C: Professional Development

We will encourage teacher's participation in attending the OELL Professional Development Program. In addition, teachers working with ELLs will be trained in how to utilize the Academic Language and Literacy Diagnostic (ALLD) and Oral Interview Questionnaire to identify students with Interrupted Formal Education. Teachers will also be part of an Inquiry Team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual need of the focused population.

Different Consultants have been providing PD to teachers in the use of different educational software and programs (Achieve 3000, ESL Reading Smart, Aussie Consultant). These literacy based programs may be used during the day, after school and from the students' homes, where parents can also benefit from them. The use of these programs to enhance instruction has required teachers to be highly trained in use of technology.

The participating teachers are: Christine Fuentes (Math), Jeniffer Chu (Math/ESL), Angela Almonte (Math), Samantha Chung (ELA), Jorge Smith (ESL/Literacy), Angeliki Vournas (ESL)

Professional Development Timeline

"Differentiated Reading Instruction for English Language Learners Using Striplings Model of Inquiry" (Ongoing). PD will be provided by Sandra Dixon from Aussie, Ivan Rodriguez AP, Coach - Kelly McNulty

9/2012	Aligning the CCLS Units to meet the needs of ELLs by Modalities
Ongoing	Curriculum mapping, curriculum modifications for beginner ELLs, Review workshop model
Ongoing	Progression of Writing
10/2012	CCLS: Interdisciplinary Perspective
Ongoing	Looking at student work alined to the Ed Performance (Scantron)
11/2012	Analysis of based line data generated by Ed Performane. Creating authentic Listening task to assess and develop listening skills in all content areas
1/13	Professional Learning Community (PLC) Share out (Mid-year Review)
2/13	Moderation of Core Writing Exams/Looking at Student Work
3/13	How to better prepare ELLs to meet state examinations
4/13	Sharing the Compilation of Best Practices to meet the needs of ELLs in Sp Ed settings

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents benefit from the Achieve 3000 Program by receiving training in monitoring their child’s performance, while using the computer-based software. Monthly Parent letters are provided in both Spanish/English. Further explanations of events and upcoming testing are conducted in monthly PTA meetings. Translations are provided in all meetings with parents. The school has the advantage of having a multicultural staff.

I.S. 145 Q partnerships with the Goodwill Industries Beacon Program at P.S. 149Q. Both our student and parent populations are encouraged to take advantage of the different services (workshops, sports activities) they provide to the community. We also partnership with Adult Learning DC 75 where they provide in-house ESL, Computers and GED classes to our parents.

Parents can also attend workshops, conducted once per month by the Guidance Department, on topics such as: How to Assist your Children with Schoolwork; How to Talk to Adolescents; How to Determine Gang and Drug-Related Behavior, How to Familiarize Yourself with the Board of Education Regulations (Discipline Code, Choosing the appropriate High School, etc.).

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 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		