



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EDWARD BLEEKER JHS 185Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q185

PRINCIPAL: THERESA MSHAR, I.A.

EMAIL: TMSHAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. D. DIMANGO

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
Theresa Mshar	*Principal or Designee	
James Hammer	*UFT Chapter Leader or Designee	
Jean Aurricchio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Leung	Member/teacher	
Effie Sessa	Member/teacher	
Kristy Galloway	Member/teacher	
Bert Goro	Member/teacher	
Gerald Volkommer	Member/ Assistant Principal	
Michael Badillo	Member/teacher	
Patty Karangunis	Member/parent	
Christa Meditz	Member/parent	
Rev. McGowan	Member/parent	

Jennifer Gong	Member/parent	
Marsha Orallo	Member/parent	
Glenn Bell	Member/parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

ELA: By June 2012, the reading and writing achievement levels of all students at JHS185Q, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Common Core State Standards as evidenced by a 2% increase on the NYS performance index for ELA. In addition, the focus for argumentative writing will be measured by a rubric of Depth of Knowledge with higher order thinking skills for student analysis.

Comprehensive needs assessment

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

The identified need that generated this goal include the changes in ELA performance standards from the New York State Standards to the Common Core State Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional Development: PD will be given on the following topics: Interim assessments (Acuity, Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012
- Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - mandated period nine, extended day classes. 3. ESL - Benchmarks 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors.

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.
- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent teacher dialogue
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Budget and resources alignment

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

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

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

If other is selected describe here: Resources to be used to facilitate this goal/alignment: NYSTL Textbooks allocation (\$21,000), Title III teacher session instructional program for ELL's and ELL's enrolled in ELA (\$5,000), Title I allocation teacher per session for SWD remediation (\$ 7,000). Anticipated SINI grant for Per session for teachers with SWD (\$7,500), SINI grant for instructional materials for SWD ((\$2,500.)

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).

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.

Math - By June 2012, all students, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups.

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. After conducting a long-term trend analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups underperformed all other student groups. As a result. We have made progress for our ELL and SWD subgroups a priority goal for the school year.

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.

Infusion of Common Core Curriculum Goals into subject content area and instruction.

- Academic Intervention Services - Students receiving less than a level 3 on NYS assessment receive mandated period nine, extended day classes.
- Infusion of magnet themes (architecture, medicine, social justice) to apply math skills.
- Use of portfolio tools such as Acuity, department unit tests, portfolios, teacher-generated assessments.
- Grouping students according to authentic data, including pre-assessments, formative assessments, and other student data.
- Emphasis on written tasks and explanations using various strategies to promote higher order thinking skills (RADD, DOK, etc.)

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.
- Parents will be trained in how to use ARIS Parent Link
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be invited to regularly-scheduled hands-on workshops and activities (Math Casino Night, CCSS in Math, etc.)
- Parents will have access to students support resources on the school website.
- Parents have opportunity to guide and direct academic intervention services.

Budget and resources alignment

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

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

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

If other is selected describe here:

- Tax levy and Title I funding: Per session allocation for SWD remediation (\$ 5,000.00) Title I allocation classroom resources (\$2,000.00)
- NYSTL funding. : Textbook allocation (\$10,000.00)
- Title III funding; Per session ESL teachers' working with Math teachers (Title I) (\$2,500.00)

Outside funding. SINI grant: Anticipated Per session for teachers for SWD (\$7,500), Anticipated SINI grant for SWD Materials (\$2,500).

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The school has established an afterschool program that focused on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
- A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.

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.
Social Studies: By June 2012, all students will improve their argumentative writing, aligned with Common Core State Standards guidelines for pieces of written work measured by a rubric of Depth of Knowledge with higher order thinking skills for student analysis.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The identified need that generated this goal was the changes in ELA/SS performance standards from the New York State Standards to the Common Core State Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
 1. Social Studies and ELA teachers will attend and participate in internal and external professional development programs focused on differentiated instruction for all students; including ELL, SWD, and gifted students.
 2. Social Studies and ELA teachers will attend and participate in internal and external development programs focused on Common Core State Standards and student writing of argumentative pieces.
 - a) Teachers will monitor student progress, setting initial goals for group and individual students. Teachers will facilitate discussions of student's progress and strategies for improved student outcomes.

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.
- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent-teacher dialogue
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Teachers will have an open dialogue developing a rapport with parents to foster a good learning environment.

Budget and resources alignment

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

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

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

- If other is selected describe here: Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax levy and Title I funding: Teachers' per session for SWD/ELL remediation (\$5,000). Title I classroom resources (\$2,000.00)
- NYSTL funding. Textbook allocation (\$10,000.00)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The school has established an afterschool program that focused on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
- A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.

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 goal
Science: By June 2012, all students will improve their lab report writing skills in subject content area (Science) by writing two finished formal lab reports based on DOK 4.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The assessment, a formal lab report will support the school wide goal of improving students writing skills and reading comprehension using DOK 4.

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.
 1. Scaffold reading passages and the use of different graphic organizers.
 2. Students will be reading about specific topics and writing short responses as well as practicing how to research their given topics. Students will begin with RADD and build up to writing 5 paragraph essays.
 3. Teachers will be meeting one period a week to discuss methods that have worked in their classroom, such as rubrics and specific readings geared towards the students reading level. Teachers will also be meeting once a week after school to discuss the success of these methods in the classroom. Teachers will also be attending professional development sessions on Common Core Curriculum Standards.
 4. January 2012- June 2012

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.
- There is a school website that posts students homework for classes, a calendar of events for each month and access to student support websites.
- The science department hosts a science sensation night, parents are encouraged to come and assist teachers and students in the activities.
- The science teachers are all members of Urban Advantage, UA hosts Sunday family field trips to NYC participating venues as well as meetings held to discuss UA activities with parents during the PTA meetings.

Budget and resources alignment

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

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

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

If other is selected describe here:

Title I allocation: Teacher per session for SWD remediation (\$7,000.00)

NYSTL: Textbook allocation, minimum per department (\$10,000.00).

Title II funding: Afterschool program with Queens Zoo for ELL's (\$8,000.00)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The school has established an afterschool program that focuses on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in literacy based programs that have been established as part of the overall instructional program.
- ASAPIS workers are on staff to support academics as part of the schools effort to improve attendance for SWD's and ELL's.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>All ELA teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges.</p> <p>Supplemental ELA classes for ELL students delivered by an ELA teacher</p> <p>iLearn Achieve 3000 reading program that differentiates the texts for students based on the levels that they achieve in their pre-tests</p> <p>Extended mandated time for SWD, ELLs, and students who achieved levels 1 and low levels 2 on the 2012 New York State ELA exam. A</p>	<p>Guided instruction groups or whole class using scaffolds</p> <p>in small groups of not more than 20 students</p> <p>in small group, 15 at-risk-identified SWD students</p> <p>Small group and one-to one in 10:1 ratio (5:1 for self-contained SWDs)</p>	<p>Five times during the school day</p> <p>four times a week during the school day.</p> <p>two times a week after school</p> <p>two times a week after school for 50 minutes</p>

	<p>program using CCLS-aligned workbooks and consumables is used by all teachers during the mandated period nine AIS instruction; incorporating research, higher-order thinking skills, and pedagogies based on Bloom into the instructional component.</p> <p>Saturday Program for ELLs that provides ELA instruction, drama, and the Achieve 3000 computer reading program with an additional free period that students can attend as an elective (gym, computer)</p> <p>lunch period extra help and zero period extra help on as-needed basis</p>	<p>Small group and one-on-one (Achieve 3000 program)</p> <p>Small group; peer tutorials; one on one.</p>	<p>Once a week for 3 hours (four hours for students who chose the elective)</p> <p>Every lunch period; all zero periods; depending on teacher schedules.</p>
<p>Mathematics</p>	<p>All Math teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenge</p> <p>Extended mandated time for SWDs, ELLs, and students who achieved levels 1 and low levels 2 on the 2012 New York State math exam on an as-needed basis;</p>	<p>Extended mandated time is delivered in small groups of 10:1</p>	<p>two times a week after school for 50 minutes each session</p>

	<p>lunch period extra help and zero period extra help on as-needed basis</p> <p>use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students regardless of proficiency level.</p>	<p>Small group; peer tutorials; one Every lunch period; .</p>	<p>Every lunch period; all zero periods; depending on teacher schedules.</p>
Science	<p>Lunch period extra help; zero period extra help; use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students regardless of proficiency level.</p> <p>lunch period extra help and zero period extra help on as-needed basis</p>	<p>All Science teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges.</p> <p>Small group; one on one; peer tutorial.</p>	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded int</p> <p>Every lunch period; all zero periods; depending on teacher schedules.o regular school program.</p>
Social Studies	<p>Lunch period extra help; zero period extra help; use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students regardless of proficiency level.</p> <p>lunch period extra help and zero period extra help on as-needed basis</p>	<p>All Social Studies teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges.</p>	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded into regular school program.</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Mandated counseling;</p> <p>at-risk counseling in six week cycles; additional counseling services provided during talent-pool and grade assembly periods; zero period counseling; ninth period counseling;</p> <p>PPC meeting</p> <p>deans meetings</p> <p>attendance team meetings,</p>	<p>Depending on what the IEP states, students are seen in either 1:1, 1:3, or small group settings; services are counseling sessions with assigned guidance counselor/SBST/CBO staff;</p> <p>Students assigned to one-on-one or group sessions designed to address student concerns and to foster student success in all academic/social area.</p> <p>Administrators; guidance; deans; SBST</p> <p>Deans; Administrators</p> <p>Administrators; Guidance; Deans; Attend. Teacher</p>	<p>At-risk services provided by the counselor are delivered in small groups with a maximum of 5 students or one to one, during the school day as well as during the extended mandated time.</p> <p>At risk services provided by the school psychologist is delivered one to one on an as need basis during the school day.</p> <p>At-risk services provided by the social worker are delivered on a one-to-one and on an as-needed basis.</p> <p>PPC (weekly)</p> <p>Deans' meeting (weekly)</p> <p>Attend. Team (weekly).</p>
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At-risk services provided by the social worker are delivered on a one-to-one and on an as-needed basis.

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

Once there is an identified vacancy, resumes received from candidates and from New Teacher Finder are screened whether or not the teacher obtained the proper state certification for that particular subject area. The candidate is provided an opportunity to meet with the department assistant principal in either writing or a phone call correspondence. Teachers, who may be future colleagues, also have the opportunity to sit in this interview depending on the time. When the candidate comes in for the interview, an approximately 45 minute interview is conducted with questions that range from the teacher's educational philosophy, pedagogy, classroom management skills, and other contributions he or she can provide to the school community. The teacher's portfolio provides additional information about the curriculum and lesson planning skills. Every candidate is asked to create a lesson plan based on a set of directions for that particular subject with a copy of the CCLS. There is no specific time limit set for this planning. A separate principal interview is conducted after the lesson plan has been reviewed by the assistant principal. If time allows for it, a demo lesson may be requested for another day.

Retention, Assignments, and Support

New teachers are invited to attend a voluntary two-day New Teacher Orientation prior to the official start of the school year. This orientation provides pertinent information about the school's protocols and procedures, professional development that includes informational sessions about specific cohorts, such as ELLs, SWDs, effective instruction focused on research-based strategies. Presenters include assistant principals, content area teachers and other support staff. The two days also provides the new teachers with the opportunity to meet their peers and to acclimate themselves to our school environment. Time is also provided to set up their classrooms once the orientation ends. Continuous support is provided to our new teachers by matching them to a mentor who is a tenured teacher in the specific content area. This mentor interacts with the new teacher at least twice a week. This includes observation feedback, visiting other classrooms for inter-visitations, and aspects of lesson planning. All new teachers participate in staff professional development days that have been allocated for this purpose, such as the chancellor's days. The expectation is that they take away strategies from these days that they implement into their lesson. Supervisors of the departments provide feedback in their observations and walkthroughs as to their progress regarding the instructional expectations. New teachers receive three formal observation from the supervising assistant principal and a formal observation from the principal. This is in addition to the periodic walkthroughs that are conducted throughout the year. A series of separate New Teacher workshops are

**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 practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read with 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-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;
- Monitor my child internet activity

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.
- “Give Me Five” Program: Be Respectful, Keep Hands to Yourself, Be Prepared, Be Responsible, Be A Role Model

IV. 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 practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

V. 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;

VI. 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 D. Purus	District 25	Borough Queens	School Number 185
School Name JHS185Q			

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

Principal T. Mshar	Assistant Principal G. Volkommer
Coach n/a	Coach n/a
ESL Teacher C. Olsen	Guidance Counselor N. Melendez
Teacher/Subject Area N. Brisotti	Parent J. Aurricchio
Teacher/Subject Area J. Jozkowski	Parent Coordinator G. Meyers
Related Service Provider V. Cebellero	Other type here
Network Leader Purus	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1411	Total Number of ELLs	151	ELLs as share of total student population (%)	10.70%
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Part II: ELL Identification Process

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

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

Paste response to questions 1. Describe the steps followed for initial identification for students who may be ELLs.

A. Parents of new admits receive admission form from the pupil accounting secretary. Secretary calls a pedagogue to administer the HLIS and conduct an informal oral interview, based on the home language indicated on the HLIS. The following pedagogues are used for this process:

- J. Santamaria- Spanish, Dean/Certified Bilingual Spanish Teacher
- J. Sande- Spanish, Dean and Certified Science/ESL Teacher
- I. Wong- Mandarin, Certified Math/ESL Teacher
- T. Lin- Mandarin, Certified ESL Teacher
- Y. Chou- Mandarin, Certified ESL/Chinese Teacher
- M. Leung- Mandarin, Certified Math Teacher,
- C. Kang- Korean, Literacy Coach/Certified ELA Teacher
- P. Dhillon- Hindi, Punjabi, Urdu, Data Specialist/Certified Science Teacher
- K. Tong- Mandarin, Cantonese, Certified Music Teacher,
- G. Fleishman- English, Guidance Counselor/Certified Music Teacher
- N. Melendez- Spanish, Guidance Counselor/Certified Teacher
- V. Sawinski- Principal/Certified Science Teacher

The following staff members are called upon in conjunction with a certified, English speaking pedagogue:

- H. Hallakah- Arabic, Paraprofessional
- M. Idrizi- Albanian, Paraprofessional
- P. Louis- French, Nurse

B. HLIS is forwarded to ESL Coordinator (C. Olsen) to determine ELL eligibility. C. Olsen forwards results to Grade A.P. in the event that a class change needs to be made.

C. LAB-R is administered by pedagogue A. Abbenda- Certified ELA Teacher and Librarian.

D. All ELLs take the NYSESLAT in the spring to determine proficiency levels by modality and for ESL class placement in the fall

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

There are presently two opportunities for the parents to learn that they have a choice among the following three programs: Transitional Bilingual, Dual Language, and Freestanding ESL. When ELL parents initially register their children to attend school, a trained, bilingual pedagogue and the parent coordinator meet with the parents. Once they have determined what language the parents are most comfortable using, they are shown the Parent Orientation Video, and are asked if they have any questions about the program choices. They are also given the “Guide for Parents of English Language Learners” flyer. The pedagogue and the parent coordinator remain present while the parents complete the Parent Survey and Program Selection Form in their native language.

We also offer an ELLs Parent Orientation in the fall (usually October). Translated notices go out to all of the parents of our ELL students, and in some cases, we will call the parents using a school interpreter, or the Translation Unit’s over-the-phone interpreters, to encourage parents to attend. At the meeting we show the Parent Orientation Video, distribute flyers and information, serve refreshments, and have interpreters, pedagogues, and the parent coordinator present to answer any questions. At this meeting we also discuss the availability and whereabouts of free or low-cost ESL classes for parents.

3. Describe how your school ensures that entitlement letters are distributed and parent survey and program selection forms are returned? For New ELLs: As soon as the LAB-R results are available, the ESL coordinator determines who receives the non-entitlement letters and who receives entitlement letters. Translated letters are provided to the parents based on their preferred home languages, except for a few cases where the translated versions are not available on the DOE website. We have identified Tagalog as one language these documents have to be translated into by an independent translation service. The entitlement letters are provided to the parents at our Open House meetings for ELLs.

For Continued ELLs: The continued entitlement letters are handed out to the students according to the parents’ preferred language based on the previous year’s NYSESLAT scores and the language indicated on the HLIS. For Existing Students who Receive Non-Entitlement Letters: Based on the previous NYSESLAT scores, students who test out receive non-entitlement letters at our special event for just this cohort. We reward them for their effort and celebrate their new status as FELLs by providing them a pizza party. This also is also the opportunity for them to receive helpful information as to what kinds of supports they still receive as FELLs.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instruction programs. ESL coordinator looks at LAB-R scores to place in the proper ESL class based on Parent Selection form. Parents are Program Selection forms for the past few years, what is the trend in program choices that parents have requested? The trend has been that the parents, after viewing the DOE ESL DVD, have been choosing the Freestanding ESL taught by licensed TESOL teachers. (Go back three years)

6. Are the program models offered at your school aligned with parent requests? Yes, the models are aligned with parent requests. When we have 15 students with the same home language, in two contiguous grades, whose parents opt for a bilingual program, it will be offered. As new students are admitted during the year, the parent selections will be reviewed and they will be contacted should there be 16 students with the same home language in two contiguous grades and the option of bilingual education will be offered to the parents. given a brochure explaining the different programs available for ELLs. Parent Coordinator meets with parents, with an interpreter, to discuss program options.

5. After reviewing the Parent Survey and Forms and Program Selection Forms, our programmers schedule only ESL classes as we do not meet the threshold for offering a Bilingual program nor do we offer a dual-language program. The programmers then base the number of ESL periods based on mandates (B-I-A) and also offer the ELL students English Language Arts instructional periods to complement the ESL instruction. This is done by programming a block of periods for ESL/ELA instruction, complying with all mandates, and working with available instructional periods otherwise devoted to fine arts or elective classes.

5. After reviewing the Parent Survey and Forms and Program Selection Forms, our programmers schedule only ESL classes as we do not meet the threshold for offering a Bilingual program nor do we offer a dual-language program. The programmers then base the number of ESL periods based on mandates (B-I-A) and also offer the ELL students English Language Arts instructional periods to complement the ESL instruction. This is done by programming a block of periods for ESL/ELA instruction, complying with all mandates, and working with available instructional periods otherwise devoted to fine arts or elective classes.

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Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							46	56	49					151
Total	0	0	0	0	0	0	46	56	49	0	0	0	0	151

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	3
SIFE	14	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	4

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										0
Dual Language										0
ESL	121	14	11	26	0	19	4	0	3	151
Total	121	14	11	26	0	19	4	0	3	151

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	17	15					46
Chinese							27	28	24					79
Russian							0	0	0					0
Bengali							0	2	0					2
Urdu							0	3	2					5
Arabic							2	1	3					6
Haitian							0	0	0					0
French							1	0	0					1
Korean							2	1	3					6
Punjabi							0	1	1					2
Polish							0	1	0					1
Albanian							0	0	0					0
Other							0	1	3					4
TOTAL	0	0	0	0	0	0	46	55	51	0	0	0	0	152

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.

A. Programming and Scheduling Information

- 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?

Part A Programming and Scheduling Information

1. How is instruction delivered?

- a. Pull-out ESL classes
- b. Homogeneous by proficiency level and grade in ESL classes

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?

We have three full time highly qualified certified ESL teachers who are programmed to provide the following mandates to our ESL students.

ESL proficiency level No. of period per week No. of minutes per week

Beginner 8 320

Intermediate 8 320

Advanced 4 160

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.

- We no longer have homogenous/isolated ELL classes. For the departmentalized format, classes are no longer predominately ELL. Some classes are designated to be a combination of ELL students and general education students. In the 8th grade, there are 4 classes that are designated to be a combination of ELL and general education. Of these, two classes have a makeup of 2/3 ELL and 1/3 general education. In the 6th and 7th grade, there are 1/3 ELL in the designated combination classes. Classes with ELL students have a combination of beginner, intermediate, and advanced. All language instruction is given in English.

- To support and enrich language development, content area and ESL teachers use the following instructional approaches: visual aids, audio aids, leveled texts, graphic organizers, charades, ipads with translating software, video clips with closed captions, writing assignments with prompts and scaffolds, translated materials and texts.

-Content area is delivered by licensed content area teachers. The classes are made up of general education students and ELLs, so the content area teachers differentiate to accommodate the various levels of English proficiency. Content area classes are English-only, but native language support is provided. Teachers use the following methods to provide differentiated instruction: rewriting sections of the textbook to create comprehensible text, edhelper.com to provide students with leveled texts, google translate and native language dictionaries/glossaries to provide native language support, active reading practices, etc.

-Native language is developed through the use of the following supports: native language dictionaries/glossaries, DOE Translation and Interpretation Unit to translate documents and letters that are sent home, translation of concepts and key words, classroom and State tests are given in the native language when translations are available.

-ESL teachers support the content areas through theme-based, content area units. The Shining Star textbook series provides science and social studies units to help support students' growth and understanding of concepts related to these content areas. For example, ESL teachers have taught units on ancient civilizations, communities, immigration, 9/11 and terrorism, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

A. Programming and Scheduling Information

- Some teachers translate tests into the students' native languages. Students are also allowed to use translation dictionaries. Content translated glossaries are also used by some teachers.

- All newly admitted potential ELL students are given a LAB-R in their native language to assess for ELL placement.

5. How do you differentiate instruction for ELL subgroups?

a. We have had an influx of nine new SIFE students in the 6th grade and a total of 16 SIFE students in our school. They are also required to attend extended day classes. We will strongly encourage these students, and reach out to parents, to attend the Title III afterschool program. In January, we will be applying for the NYCEDOE Office of ELLs SIFE/Long-Term ELL grant to allow us to purchase Achieve3000. We plan to use this program to help our SIFE students improve their literacy skills.

b. For newcomers, most of them are at the beginning proficiency level so they attend the beginners level ESL classes. The intermediate level newcomers attend the intermediate level ESL classes, and they also receive four periods of ELA to prepare them for the ELA test. All of these students also attend extended day classes, which are focused on preparing them for the ELA test. The beginner class provides intensive instruction in phonics to help the students speak. The class is heavily focused on verbal to English to improve their verbal ability and confidence in speaking

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?

1. Chunking Information

2. Use of visuals (print/elmo/smartboard)

3. Interactive technology

- Brainpop.com

- Web quests

- Laptops

- I pads

4. Group work/flexible grouping

5. Differentiated (content/process/product)

6. Leveled texts

In addition, we use paraprofessionals to provided individualized attention to the ELL-SWDs during ESL classes and in content area classes.

Courses Taught in Languages Other than English ⓘ

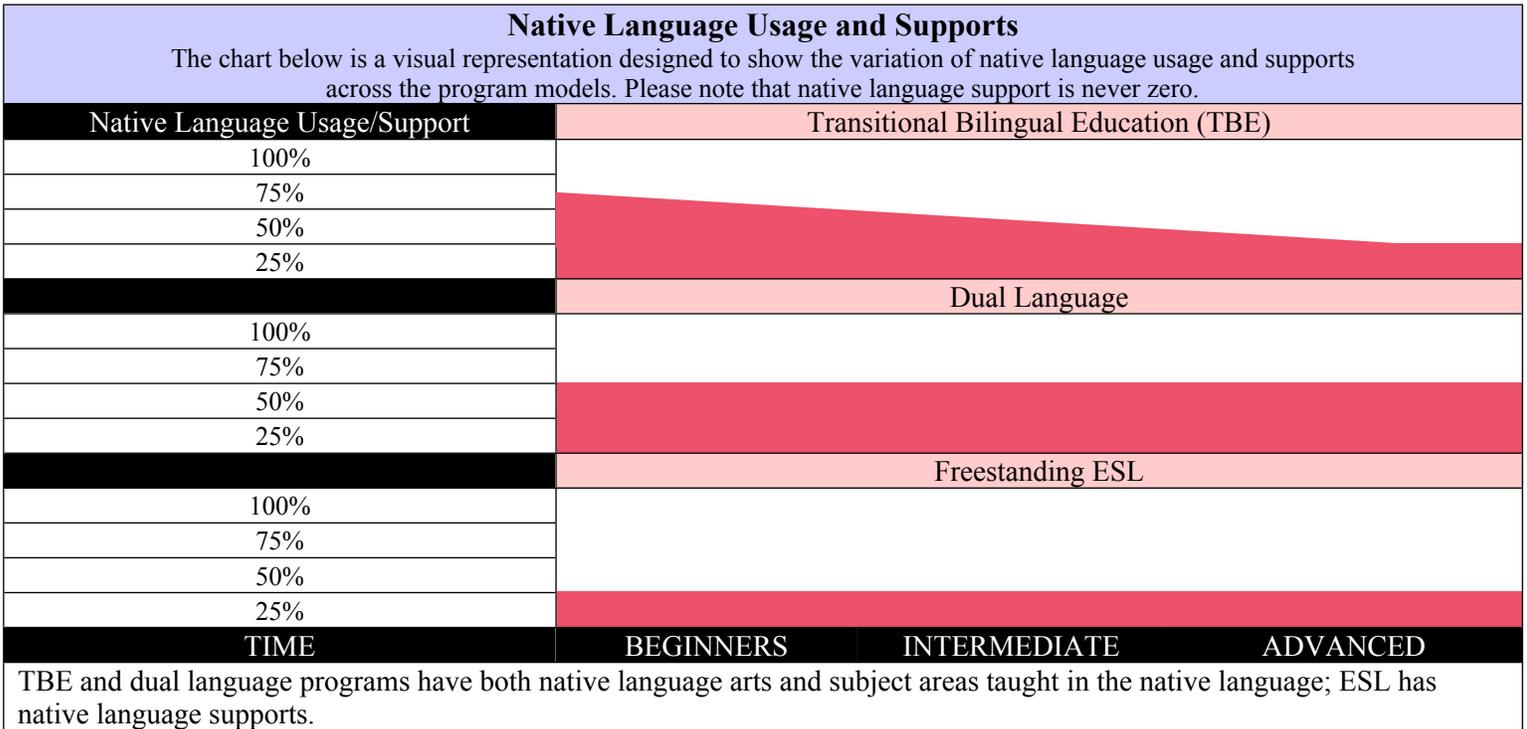
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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?

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Part D Professional Development

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

The TESOL teachers are provided external profession development whenever there is an opportunity, such as DOE ESL trainings, and QTEL. We normally select a team of teachers, which includes at least one TESOL teacher and other content-area teachers to attend professional development sessions, so that there is school-wide coherence in the instruction for ELLs. Non-licensed ESL teachers are provided professional development through the DOE QTEL and the Network 208's ESL Support Specialist. Additionally, we provide internal professional development by our licensed TESOL teachers and the literacy coach depending on the needs of the teachers.

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

The incoming 6th grade orientation supports the transition to middle school from elementary school. Intermediate students receive four instructional periods of English in addition to their mandated eight periods of ESL. Advanced students receive 8 periods of English in addition to their mandated four periods of ESL. This helps them transition to the rigorous high school environment. In addition, the 8th grade guidance counselor offers high school information sessions with translators present to inform the parents and their children about the high school programs that are supportive of their needs. The guidance counselor provides individual counseling sessions with translators present to help the students and their parents navigate through the high school application process and the directory.

3. Describe the minimum 7.5 hours of ESL training for all staff as per Jose P.

For our external professional development sessions we send our teachers to are usually designed so that it is with a group of subject content area teachers, which helps them receive these mandated 7.5 hours. The ESL teachers also provide on-going PD every school year, so teachers can accumulate these hours over time. As part of an on-going effort to provide the required 7.5 hours of ESL training, we are developing a database of all of our staff to track their accumulation of the mandated 7.5 hours. Teachers hired for Sept., 2011, already have received 1 hour of in-house training from our licensed teachers.

E. Parental Involvement

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

Paste response to questions 1-4 here Part E Parental Involvement

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

Parents are always welcome at Bleeker JHS 185. We have many activities and events for parents and their children including parent workshops on many topics, grade orientations, meetings, serving on committees, volunteering opportunities, many special family events including our Science Sensation Family festival, Lunar New Year festival, Math Casino night, school concerts and art exhibits, family art workshops, weekend trips to cultural institutions, etc. We have interpreters at all of our events, especially Parent/Teacher conferences and at our academic workshops. In the past three years we have held free ESL classes for parents and family members of our school community. We have also offered free GED and computer classes. These classes have been held in the evenings, and have had a good enrollment. We will continue to offer ESL as well as the "We are NY" program to our parents of ELLs. We do try to have most of our notices translated by the Office of Translation and Interpretation, by Google Translates, as well as by pedagogues who are fluent in the particular language.

2. Does the school partner with other agencies or CBOs to provide workshops and services to ELL parents?

We work with the Child Center of NY to provide ESL, GED, and computer classes to our ELL parents.

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

The Children's Aid Society has surveyed our parents in the past. Presently we work closely with our PTA and SLT (School Leadership Team) to determine the needs of parents. We also have open discussions with parents at various meetings and forums.

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

Our parent workshops on a variety of topics, including curriculum and assessments, navigating parent/teacher conferences, Internet safety, Common Core Standards, fire safety, etc. address the needs of parents to be informed about their children's education, as well as how to keep their children safe. Family events, trips, art workshops, etc. provide parents with no-cost opportunities to share quality educational/cultural experiences with their middle school children, and to feel comfortable and involved in their school. ESL, GED, and computer classes, as well as physical fitness offerings including yoga and aerobics, help parents to become healthier, better prepared to function in their daily lives, and more able to address their children's educational needs. Paste response to questions 8-17 here Paste response to questions 8-17 hPart B Programming and Scheduling Information Continued

8.. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas.

This year we have integrated our ELL population in with the general education students for content areas. Students are split into Beginner, Intermediate and Advanced cohorts for ESL instruction classes. Support in the writing and editing process for the ELA classes is provided in ESL classes. In addition, ELL students are offered extra reading and writing activities and instruction to support and increase proficiency during our afterschool tutorial period 9.

9.. Describe your targeted intervention for transitional ELLs who reach proficiency on the NYSESLAT

We continue to provide testing accommodations for all FELLs, which includes time and a half, dictionaries, glossaries, and three readings of the ELA listening passage. At the beginning of each year, we celebrate their achievement of testing out of the NYSESLAT with a pizza party. All ESL teachers and guidance counselors attend this celebration to show continued support. We ask each student to complete a survey that informs us of any support that the students feel that they need. We have noticed over the years that these students feel comfortable visiting their former ESL teachers for any support that they may need. In addition all FELLs are invited to the Title III afterschool programs.

Content area teachers will focus on developing the four skills assessed during the NYSELAT exam including reading, writing, listening, and speaking. These can be developed by use of: oral presentations, read alouds, group work that encourages collaboration, writing assignments that correspond or reinforce work, encouraging accountable talk in classroom discussions, and using the RADD (Restate Answer Detail Detail) format to organize writing.

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

In the 2011-2012 school year, instead of placing them in homogeneous classes of ELLs only, the ELLs have been mainstreamed and placed in heterogeneously-formed classes in all academic subject areas to support their acquisition of English language skills by their daily interactions with native English-speaking peers.

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

We have discontinued the READ 180 computer reading program. We have discovered that this program did not address all four modalities

that they need to acquire; according to the NYSESLAT assessment.

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

All ELLs are afforded equal access to all our school programs. For example, all 7th grade students including ELLs are screened for enrollment in Regents Math and Earth Science. Since ELLs are in all of our heterogeneous classes, they participate in all our school initiatives, such as the Silk Road Project, the Magnet Salvadori program, Center for Architecture, the After-school program, sports, and all of our talent electives (Band, Chorus, Orchestra, Art)

During the past three school years we have offered the following supplemental services specifically for ELLs: Puppetry in Practice, Queens Museum of Art CASA Photojournalism program, Queens Zoo, Integration of Literacy through the Design of Circus Figures.

This School year, we are expanding the After-school program offered by the Queens Zoo to a larger cohort of ELLs.

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

- Keys to Learning (for newcomers)
- Shining Stars Textbook Series
- Bilingual Dictionaries
- Document cameras
- SMART Board
- Photojournalism cameras
- Bilingual classroom library books
- Leveled Texts Paste response to questions 1-4 here Part E Parental Involvement

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)							9	13	15					37
Intermediate(I)							6	19	14					39
Advanced (A)							30	23	17					70
Total	0	0	0	0	0	0	45	55	46	0	0	0	0	146

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	7	4				
	I							5	16	13				
	A							21	19	11				
	P							9	4	12				
READING/ WRITING	B							6	8	10				
	I							6	12	15				
	A							21	15	13				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P							6	11	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	16	2	0	29
7	25	14	1	0	40
8	15	16	2	0	33
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	3	6	3	15		10		38
7	2	3	16	2	12		12		47
8	2	4	11		12		11		40
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									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	0	0	0	0
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science	0	0	0	0
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

Paste response to questions 1-6 here

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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 D. Purus	District 25	Borough Queens	School Number 185
School Name Edward Bleeker JHS185Q			

B. Language Allocation Policy Team Composition

Principal V. Sawinski	Assistant Principal G. Volkommer
Coach Clara Kang (ELA)	Coach X
ESL Teacher Christine Olsen	Guidance Counselor Narda Melendez
Teacher/Subject Area Christine Arnone/SS	Parent Jean Aurricchio (PTA)
Teacher/Subject Area Stacy Mooney/Math	Parent Coordinator Gail Meyers
Related Service Provider Vivian Cebellero	Other Chaihyo Park/ESL
Network Leader D. Purus	Other Susan Elgart/ELA

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	1249	Total Number of ELLs	149	ELLs as share of total student population (%)	11.93%
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Part II: ELL Identification Process

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

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

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

A. Parents of new admits receive admission form from the pupil accounting secretary. Secretary calls a pedagogue to administer the HLIS and conduct an informal oral interview, based on the home language indicated on the HLIS. The following pedagogues are used for this process:

- J. Santamaria- Spanish, Dean/Certified Bilingual Spanish Teacher
- J. Sande- Spanish, Dean and Certified Science/ESL Teacher
- I. Wong- Mandarin, Certified Math/ESL Teacher
- T. Lin- Mandarin, Certified ESL Teacher
- Y. Chou- Mandarin, Certified ESL/Chinese Teacher
- M. Leung- Mandarin, Certified Math Teacher,
- C. Kang- Korean, Literacy Coach/Certified ELA Teacher
- P. Dhillon- Hindi, Punjabi, Urdu, Data Specialist/Certified Science Teacher
- K. Tong- Mandarin, Cantonese, Certified Music Teacher,
- G. Fleishman- English, Guidance Counselor/Certified Music Teacher
- N. Melendez- Spanish, Guidance Counselor/Certified Teacher
- V. Sawinski- Principal/Certified Science Teacher

The following staff members are called upon in conjunction with a certified, English speaking pedagogue:

- H. Hallakah- Arabic, Paraprofessional
- M. Idrizi- Albanian, Paraprofessional
- P. Louis- French, Nurse

B. HLIS is forwarded to ESL Coordinator (C. Olsen) to determine ELL eligibility. C. Olsen forwards results to Grade A.P. in the event that a class change needs to be made.

C. LAB-R is administered by pedagogue A. Abbenda- Certified ELA Teacher and Librarian.

D. All ELLs take the NYSESLAT in the spring to determine proficiency levels by modality and for ESL class placement in the fall

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

There are presently two opportunities for the parents to learn that they have a choice among the following three programs: Transitional Bilingual, Dual Language, and Freestanding ESL. When ELL parents initially register their children to attend school, a trained, bilingual pedagogue and the parent coordinator meet with the parents. Once they have determined what language the parents are most

comfortable using, they are shown the Parent Orientation Video, and are asked if they have any questions about the program choices. They are also given the “Guide for Parents of English Language Learners” flyer. The pedagogue and the parent coordinator remain present while the parents complete the Parent Survey and Program Selection Form in their native language.

We also offer an ELLs Parent Orientation in the fall (usually October). Translated notices go out to all of the parents of our ELL students, and in some cases, we will call the parents using a school interpreter, or the Translation Unit’s over-the-phone interpreters, to encourage parents to attend. At the meeting we show the Parent Orientation Video, distribute flyers and information, serve refreshments, and have interpreters, pedagogues, and the parent coordinator present to answer any questions. At this meeting we also discuss the availability and whereabouts of free or low-cost ESL classes for parents.

3. Describe how your school ensures that entitlement letters are distributed and parent survey and program selection forms are returned? For New ELLs: As soon as the LAB-R results are available, the ESL coordinator determines who receives the non-entitlement letters and who receives entitlement letters. Translated letters are provided to the parents based on their preferred home languages, except for a few cases where the translated versions are not available on the DOE website. We have identified Tagalog as one language these documents have to be translated into by an independent translation service. The entitlement letters are provided to the parents at our Open House meetings for ELLs.

For Continued ELLs: The continued entitlement letters are handed out to the students according to the parents’ preferred language based on the previous year’s NYSESLAT scores and the language indicated on the HLIS.

For Existing Students who Receive Non-Entitlement Letters: Based on the previous NYSESLAT scores, students who test out receive non-entitlement letters at our special event for just this cohort. We reward them for their effort and celebrate their new status as FELLs by providing them a pizza party. This also is also the opportunity for them to receive helpful information as to what kinds of supports they still receive as FELLs.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instruction programs. ESL coordinator looks at LAB-R scores to place in the proper ESL class based on Parent Selection form. Parents are Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

The trend has been that the parents, after viewing the DOE ESL DVD, have been choosing the Freestanding ESL taught by licensed TESOL teachers. (Go back three years)

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

Yes, the models are aligned with parent requests. When we have 15 students with the same home language, in two contiguous grades, whose parents opt for a bilingual program, it will be offered. As new students are admitted during the year, the parent selections will be reviewed and they will be contacted should there be 16 students with the same home language in two contiguous grades and the option of bilingual education will be offered to the parents.

given a brochure explaining the different programs available for ELLs. Parent Coordinator meets with parents, with an interpreter, to discuss program options.

5. After reviewing the Parent Survey and Forms and Program Selection Forms, our programmers schedule only ESL classes as we do not meet the threshold for offering a Bilingual program nor do we offer a dual-language program. The programmers then base the number of ESL periods based on mandates (B-I-A) and also offer the ELL students English Language Arts instructional periods to complement the ESL instruction. This is done by programming a block of periods for ESL/ELA instruction, complying with all mandates, and working with available instructional periods otherwise devoted to fine arts or elective classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	24
SIFE	14	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	8

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										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	10	21					46
Chinese							25	21	21					67
Russian							0	0	0					0
Bengali							1	0	0					1
Urdu							1	2	0					3
Arabic							0	3	2					5
Haitian							0	0	0					0
French							0	0	1					1
Korean							7	4	6					17
Punjabi							1	1	1					3
Polish							0	0	0					0
Albanian							1	0	1					2
Other							1	2	1					4
TOTAL	0	0	0	0	0	0	52	43	54	0	0	0	0	149

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

Part IV ELL Programming

Part A Programming and Scheduling Information

1. How is instruction delivered?

a. Pull-out ESL classes

b. Homogeneous by proficiency level and grade in ESL classes

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?

We have three full time highly qualified certified ESL teachers who are programmed to provide the following mandates to our ESL students.

ESL proficiency level	No. of period per week	No. of minutes per week
Beginner	8	320
Intermediate	8	320
Advanced	4	160

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.

- We no longer have homogenous/isolated ELL classes. For the departmentalized format, classes are no longer predominately ELL. Some classes are designated to be a combination of ELL students and general education students. In the 8th grade, there are 4 classes that are designated to be a combination of ELL and general education. Of these, two classes have a makeup of 2/3 ELL and 1/3 general education.

In the 6th and 7th grade, there are 1/3 ELL in the designated combination classes. Classes with ELL students have a combination of beginner, intermediate, and advanced. All language instruction is given in English.

- To support and enrich language development, content area and ESL teachers use the following instructional approaches: visual aids, audio aids, leveled texts, graphic organizers, charades, ipads with translating software, video clips with closed captions, writing assignments with prompts and scaffolds, translated materials and texts.

-Content area is delivered by licensed content area teachers. The classes are made up of general education students and ELLs, so the content area teachers differentiate to accommodate the various levels of English proficiency. Content area classes are English-only, but native language support is provided. Teachers use the following methods to provide differentiated instruction: rewriting sections of the textbook to create comprehensible text, edhelper.com to provide students with leveled texts, google translate and native language dictionaries/glossaries to provide native language support, active reading practices, etc.

-Native language is developed through the use of the following supports: native language dictionaries/glossaries, DOE Translation and Interpretation Unit to translate documents and letters that are sent home, translation of concepts and key words, classroom and State tests are given in the native language when translations are available.

-ESL teachers support the content areas through theme-based, content area units. The Shining Star textbook series provides science and social studies units to help support students' growth and understanding of concepts related to these content areas. For example, ESL teachers have taught units on ancient civilizations, communities, immigration, 9/11 and terrorism, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

- Some teachers translate tests into the students' native languages. Students are also allowed to use translation dictionaries. Content translated glossaries are also used by some teachers.

- All newly admitted potential ELL students are given a LAB-R in their native language to assess for ELL placement.

5. How do you differentiate instruction for ELL subgroups?

a. We have had an influx of nine new SIFE students in the 6th grade and a total of 16 SIFE students in our school. They are also required to attend extended day classes. We will strongly encourage these students, and reach out to parents, to attend the Title III afterschool program. In January, we will be applying for the NYCEDOE Office of ELLs SIFE/Long-Term ELL grant to allow us to purchase Achieve3000. We plan to use this program to help our SIFE students improve their literacy skills.

b. For newcomers, most of them are at the beginning proficiency level so they attend the beginners level ESL classes. The intermediate level newcomers attend the intermediate level ESL classes, and they also receive four periods of ELA to prepare them for the ELA test. All of these students also attend extended day classes, which are focused on preparing them for the ELA test. The beginner class provides intensive instruction in phonics to help the students speak. The class is heavily focused on verbal to English to improve their verbal ability and confidence in speaking English. To improve fluency, the teacher uses choral reading to help students follow the text and practice reading.

A. Programming and Scheduling Information

c. Most of these students are at the advanced level in ESL. They attend advanced level ESL classes 4 periods a week and they also attend ELA classes with an ELA teacher and non-ELL students 8 periods a week. During ESL, the teacher focuses on supporting the content areas using textbooks and leveled non-fiction texts. The teacher also works on word and comprehension strategies to help them read complex texts in the content areas. For the 8th grade Intermediate level students, we are using the program Words Their Way to improve spelling and word knowledge. The advanced students receive four periods a week in ESL and eight periods of ELA. We also encourage these students to attend the Title III program after school. In addition, this year we have implemented an extended day AIS program for our ELLs receiving 4-6 years of service. We assigned these students to their ESL teacher, so she can provide intensive instruction targeted toward individual literacy needs.

d. We have started an intervention plan for our ELL long-term students. We set up initial meetings with the parent of that ELL to create an individualized action plan, which would help him/her to move forward. This action plan, which includes helpful academic strategies, gets e-mailed to the teachers, so that it is implemented in all subject areas. We have also implemented an extended day AIS program for our long-term ELLs. We assigned these students to their ESL teacher, so she can provide intensive instruction targeted toward individual literacy needs. In January, we will be applying for the NYCDOE Office of ELLs SIFE/Long-Term ELL grant to allow us to purchase Achieve3000. We plan to use this program to help our Long-Term ELL students improve their literacy skills.

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?

1. Chunking Information
2. Use of visuals (print/elmo/smartboard)
3. Interactive technology
 - Brainpop.com
 - Web quests
 - Laptops
 - I pads
4. Group work/flexible grouping
5. Differentiated (content/process/product)
6. Leveled texts

In addition, we use paraprofessionals to provided individualized attention to the ELL-SWDs during ESL classes and in content area classes.

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

ELL-SWDs are provided ESL instruction in a pull-out ESL class. They are divided into varied groupings depending on their NYSESLAT score. The intermediate and advanced students are infused with general education students to promote more language development. Students are scheduled heterogeneously and have access to all curricular and extra-curricular activities that non-ELLs/SWDs experience. They are scheduled to meet the mandates as per CR154. The programs are individualized and customized to provide IEP mandates as well as ESL mandates.

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:

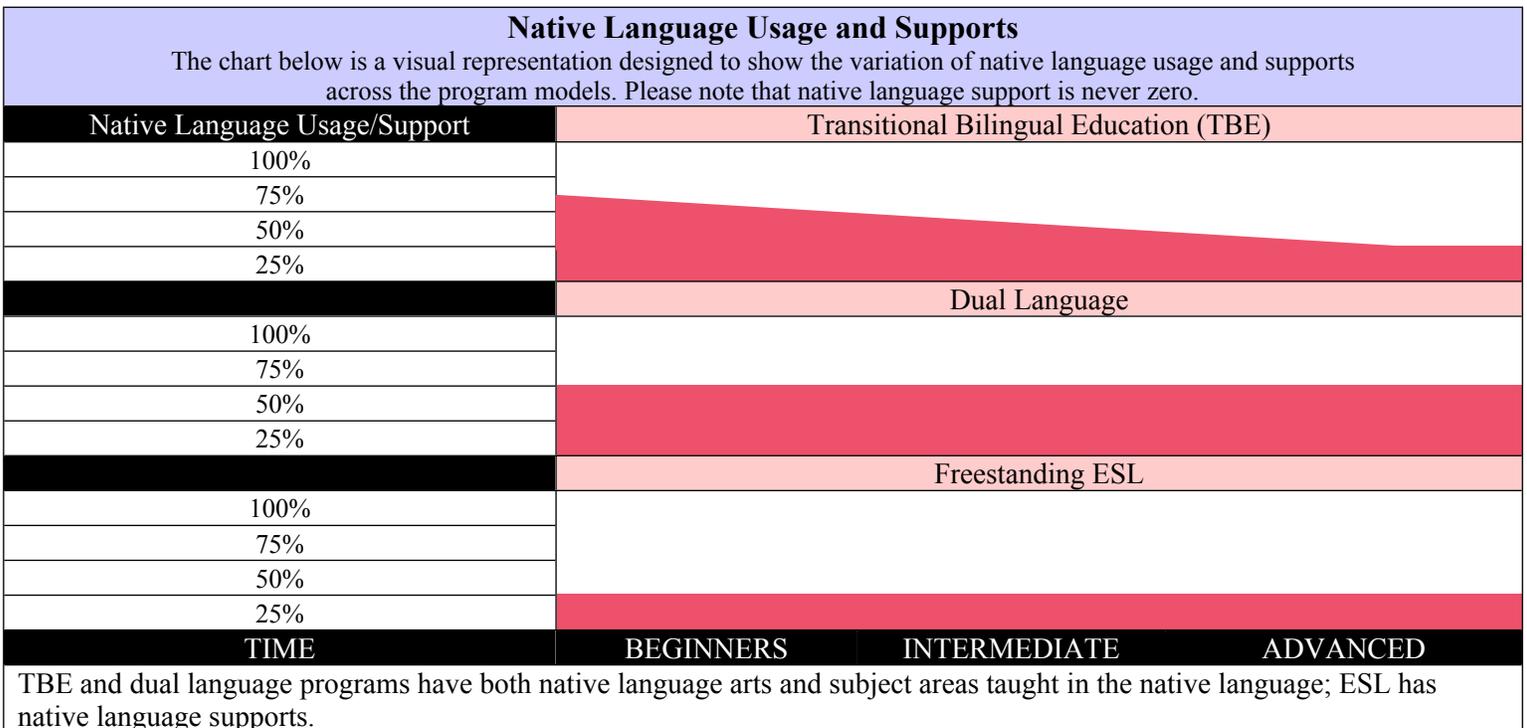
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 hPart B Programming and Scheduling Information Continued

1. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas.
This year we have integrated our ELL population in with the general education students for content areas. Students are split into Beginner, Intermediate and Advanced cohorts for ESL instruction classes. Support in the writing and editing process for the ELA classes is provided in ESL classes. In addition, ELL students are offered extra reading and writing activities and instruction to support and increase proficiency during our afterschool tutorial period 9.
2. Describe your targeted intervention for transitional ELLs who reach proficiency on the NYSESLAT
We continue to provide testing accommodations for all FELLs, which includes time and a half, dictionaries, glossaries, and three readings of the ELA listening passage. At the beginning of each year, we celebrate their achievement of testing out of the NYSESLAT with a pizza party. All ESL teachers and guidance counselors attend this celebration to show continued support. We ask each student to complete a survey that informs us of any support that the students feel that they need. We have noticed over the years that these students feel comfortable visiting their former ESL teachers for any support that they may need. In addition all FELLs are invited to the Title III after-school programs.
Content area teachers will focus on developing the four skills assessed during the NYSELAT exam including reading, writing, listening, and speaking. These can be developed by use of: oral presentations, read alouds, group work that encourages collaboration, writing assignments that correspond or reinforce work, encouraging accountable talk in classroom discussions, and using the RADD (Restate Answer Detail Detail) format to organize writing.
10. What new programs or improvements will be considered for the upcoming school year?
In the 2011-2012 school year, instead of placing them in homogeneous classes of ELLs only, the ELLs have been mainstreamed and placed in heterogeneously-formed classes in all academic subject areas to support their acquisition of English language skills by their daily interactions with native English-speaking peers.
11. What programs/services for ELLs will be discontinued and why?
We have discontinued the READ 180 computer reading program. We have discovered that this program did not address all four modalities that they need to acquire; according to the NYSESLAT assessment.
12. What instructional materials, including technology, are used in to support ELLs?
All ELLs are afforded equal access to all our school programs. For example, all 7th grade students including ELLs are screened for enrollment in Regents Math and Earth Science. Since ELLs are in all of our heterogeneous classes, they participate in all our school initiatives, such as the Silk Road Project, the Magnet Salvadori program, Center for Architecture, the After-school program, sports, and all of our talent electives (Band, Chorus, Orchestra, Art)
During the past three school years we have offered the following supplemental services specifically for ELLs: Puppetry in Practice, Queens Museum of Art CASA Photojournalism program, Queens Zoo, Integration of Literacy through the Design of Circus Figures.
This School year, we are expanding the After-school program offered by the Queens Zoo to a larger cohort of ELLs.
13. What instructional materials including technology, are used to support ELLs?
 - Keys to Learning (for newcomers)
 - Shining Stars Textbook Series
 - Bilingual Dictionaries
 - Document cameras

- SMART Board
- Photojournalism cameras
- Bilingual classroom library books
- Leveled Texts
- Leveled Classroom Libraries
- Ipads
- Translated content-area glossaries
- Picture books
- Abbreviated texts
- Differentiated graphic organizers
- Differentiated assignments
- Translation software
- Closed captions for videos

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

Instruction for all content areas for ELLs in our building is only administered in English. Beginner students are paired with a buddy student who speaks the same native language to offer assistance in translating and assimilating into the school culture. Vocabulary and prefixes, root words, and suffixes are often taught in the classroom to draw connections between the English language and students' native languages. Also special focus is given to syllabication and phonemic awareness for both academic and everyday vocabulary.

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

We provide resources and support services that correspond to ELL's ages and grade level.

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

Incoming 6th graders, including ELLs, are invited to participate in our school's "Summer Camp" sponsored by our after-school partners, such as JP Morgan Chase and Child Center of NY. During the month of June, newly admitted students, and their parents, are invited to our incoming 6th grade afternoon and evening orientation to familiarize themselves with the new middle school environment. Translators in all the major languages spoken in our school are provided at this event.

17. What language electives are offered to ELLs?

Chinese and Spanish are offered to most ELLs (as they are offered to most students).

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Part D Professional Development

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

The TESOL teachers are provided external professional development whenever there is an opportunity, such as DOE ESL trainings, and QTEL. We normally select a team of teachers, which includes at least one TESOL teacher and other content-area teachers to attend professional development sessions, so that there is school-wide coherence in the instruction for ELLs. Non-licensed ESL teachers are provided professional development through the DOE QTEL and the Network 208's ESL Support Specialist. Additionally, we provide internal professional development by our licensed TESOL teachers and the literacy coach depending on the needs of the teachers.

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

The incoming 6th grade orientation supports the transition to middle school from elementary school. Intermediate students receive four instructional periods of English in addition to their mandated eight periods of ESL. Advanced students receive 8 periods of English in addition to their mandated four periods of ESL. This helps them transition to the rigorous high school environment. In addition, the 8th grade guidance counselor offers high school information sessions with translators present to inform the parents and their children about the high school programs that are supportive of their needs. The guidance counselor provides individual counseling sessions with translators present to help the students and their parents navigate through the high school application process and the directory.

3. Describe the minimum 7.5 hours of ESL training for all staff as per Jose P.

For our external professional development sessions we send our teachers to are usually designed so that it is with a group of subject content area teachers, which helps them receive these mandated 7.5 hours. The ESL teachers also provide on-going PD every school year, so teachers can accumulate these hours over time. As part of an on-going effort to provide the required 7.5 hours of ESL training, we are developing a database of all of our staff to track their accumulation of the mandated 7.5 hours. Teachers hired for Sept., 2011, already have received 1 hour of in-house training from our licensed TESOL teachers and we are creating an ongoing series for them as well as for those teachers who still need additional hours of ESL PD.

E. Parental Involvement

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

Part E Parental Involvement

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

Parents are always welcome at Bleeker JHS 185. We have many activities and events for parents and their children including parent workshops on many topics, grade orientations, meetings, serving on committees, volunteering opportunities, many special family events including our Science Sensation Family festival, Lunar New Year festival, Math Casino night, school concerts and art exhibits, family art workshops, weekend trips to cultural institutions, etc. We have interpreters at all of our events, especially Parent/Teacher conferences and at our academic workshops. In the past three years we have held free ESL classes for parents and family members of our school community. We have also offered free GED and computer classes. These classes have been held in the evenings, and have had a good enrollment. We will continue to offer ESL as well as the “We are NY” program to our parents of ELLs. We do try to have most of our notices translated by the Office of Translation and Interpretation, by Google Translates, as well as by pedagogues who are fluent in the particular language.

2. Does the school partner with other agencies or CBOs to provide workshops and services to ELL parents?

We work with the Child Center of NY to provide ESL, GED, and computer classes to our ELL parents.

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

The Children’s Aid Society has surveyed our parents in the past. Presently we work closely with our PTA and SLT (School Leadership Team) to determine the needs of parents. We also have open discussions with parents at various meetings and forums.

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

Our parent workshops on a variety of topics, including curriculum and assessments, navigating parent/teacher conferences, Internet safety, Common Core Standards, fire safety, etc. address the needs of parents to be informed about their children’s education, as well as how to keep their children safe. Family events, trips, art workshops, etc. provide parents with no-cost opportunities to share quality educational/cultural experiences with their middle school children, and to feel comfortable and involved in their school. ESL, GED, and computer classes, as well as physical fitness offerings including yoga and aerobics, help parents to become healthier, better prepared to function in their daily lives, and more able to address their children’s educational needs.

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)							13	14	13					40
Intermediate(I)							10	9	14					33
Advanced (A)							29	20	27					76
Total	0	0	0	0	0	0	52	43	54	0	0	0	0	149

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	9	10				
	I							10	11	10				
	A							17	19	24				
	P							21	4	9				
READING/ WRITING	B							13	13	11				
	I							10	8	15				
	A							27	12	24				
	P							2	10	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	17	2		38
7	14	13	2		29
8	12	26	0		38
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		9		28		7		49
7	4		9		9		16		38
8	6		11		21		10		48
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	6		24		28		5		63
8	1		2						3
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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?

6. Describe how you evaluate the success of your programs for ELLs.

Part V Assessment Analysis

Part B: After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs

The initial assessment that will indicate the student's literacy skill for ELLs who enter the NYCDOE system for the first time, is the LAB-R. For students who are currently enrolled, we assess their literacy skills based on the NYSESLAT and the ESL Acuity, English Acuity, and NYS ELA assessment. These assessments provide with insight into what their strengths and weaknesses are in the four modalities. This information is used to inform differentiated instruction, which includes tiered assignments. The instructional plan includes the correct placement of the ELLs in the ESL instruction, the number of instructional periods offered to the ELL cohort in ELA, the instructional strategies, period 9 placement with either an ELA or ESL teacher.

2. What is revealed by the data patterns across proficiency levels and grades?

Currently, most students are advanced, and the smallest number is in the beginner group.

3. How will patterns across NYSESLAT modalities –reading/writing and listening/speaking – affect instructional decisions?

Listening and writing in general are the modalities that the ELLs as a whole score the lowest. When we disaggregated the advanced ELLs, we noticed that the reading/writing cluster was where they need assistance the most. Another piece of information being included is the number of the long-term ELLs need assistance with the Listening modality.

4. For each program, answer the following:

a. The math state exam is given to ELLs in their native language, in the cases of Korean, Spanish and Chinese native speakers, as well as in English. Most of these beginner and intermediate students usually pass the Math exam in their native language and fail the ELA in English.

b. The ELL periodic assessments are analyzed to determine where the deficiencies are in each student's results. They are also compared to the students' most current NYSESLAT scores. This data is shared with the ESL department as well as the content area teachers in inquiry teams to create an action as to how to move them forward.

c. As of today's date, the results have not been uploaded to the DOE website address

<http://intranet.nycboe.net/Accountability/Assessment/PeriodicAssessments/ELL>

5. Does not apply

6. Describe how you evaluate the success of your programs for ELLs

We evaluate the success of our ELLs based on an analysis of different data. The annual NYSESLAT scores help us determine how many have increased by proficiency level and how many have tested out of ESL service. The NYS ELA and math end assessment exams show how our ELLs perform compared to the rest of our students. The Acuity assessments and our in-house Benchmark Scantron Reading assessments also provide us with summative and formative data, which help our teachers redesign the curriculum and refine their teaching practice to support our ELLs.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: J185Q	DBN: 25Q185
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

ELL students who received a Level 1 on the NYS ELA 2012 exam, or those who are eligible to sit for the NYS ELA exam in 2013, are attending our Saturday Academy; a Saturday morning, three hour, academic program that is taught by certified ESL and general education subject teachers. Students attending this morning program also have the same teacher for the mandated after school component. The rationale for this program is to offer these students both academic remediation and a level of consistency that constantly reinforcing literacy skills that will improve their performance level on the NYS ELA 2012 exam.

The Saturday Academy program features extensive use of the Delta Program software that gives ELL students additional, intensive remediation in speaking and writing skills. The Saturday Academy also includes use of I-Learn software, a city-wide initiative, and, lastly, additional remediation in general subject area classes.

We are using the iLearn program on Saturdays to help the ELL students with reading and writing. The students are using NCS Pearson's WriteToLearn application, in which they are assigned leveled texts to read and then write summaries, essays, and other writing products. The application provides feedback on spelling, grammar, and content as the student is writing.

The Saturday Academy is dedicated solely to the improvement of our ELL students.

In addition, during the 2013 school year the Queens Zoo will provide an educational after-school program for English Language Learners at Edward Bleeker Junior High School (JHS 185). The Queens Zoo (QZ) is uniquely suited for these services because of its creative qualified staff, small size and familiar animal exhibits from the Americas. The Zoo has a history of providing animal and conservation education programs for schools throughout Queens and the greater NY area since 1992.

The primary instructor for this program will be Anine Booth. Ms. Booth will have completed her M.S. Degree in Psychology and Animal Behavior by Sept., 2012. She is a veteran teacher of informal education and has worked in several zoos and informal science centers. In addition, she will be assisted occasionally by Alex Kudroff, a Queens Zoo instructor with four years experience in zoo education. Mrs. I. Wong, a JHS185Q teacher with full NYS certification in both TESOL and ESL will be providing direct instruction to the students. Mrs. Josefa Sande, JHS185Q staff member with full NYS certification in ESL, will co-teach with Mrs. Wong.

The Education Department, in conjunction with the Queens Zoo, will develop and teach after-school programs at the school for a group of up to 25 ELL students, on Fridays from 3:30 – 4:30 pm, beginning in February, 2013. The Queens Zoo also will present three parent workshops for the participating

Part B: Direct Instruction Supplemental Program Information

students which will help parents understand the scope of activities that the students will be learning in the program. In addition, QZ will arrange for three field trips (Queens Zoo, Prospect Park Zoo and tentatively Jamaica Bay Wildlife Refuge) for the students related to the curriculum, and will also provide educational support to the classroom teachers. These supplemental activities are designed to augment the lessons that the student will receive during the program. The Queens Zoo (QZ) will assume responsibility for the cost of materials used during these programs.

Each of the planned sessions and trips will provide students an opportunity to learn topics in zoology, wildlife and urban ecology and conservation through a variety of hands-on activities. The overall goal of the program is to assist students in learning the English language while discovering the importance of wildlife conservation issues and showing them ways to get involved in appropriate local conservation activities.

Part C: Professional Development

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

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

Begin description here: Teachers are provided 9 hours of training and planning on how to reinforce ELA strategies. This training takes place during this program to insure that they are meeting the needs of these students. This program began in September, 2012 and will continue through April, 2013. Special ELA materials were ordered for use in this program. Additionally, the skills and strategies being taught during the Saturday Academy program will be integrated into the lessons by the entire teaching staff on a weekly basis.

In addition, a comprehensive professional development program will be offered on Election Day, 2012, with mandatory attendance by all staff and featuring a round-robin program of various ELL strategies to be used in all academic subject areas.

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

Part D: Parental Engagement Activities

Begin description here: (PLEASE PROVIDE THE TIME FRAME AND DURATION FOR THE PARENT WORKSHOPS)

- 1.) Interpreters are available at and participate in all Parent-Teacher conferences, PTA meetings, School Leadership Team meetings, open houses, and all other workshops and meetings. Parents are informed of all school programs through flyers translated into languages other than English. Language-appropriate staff are used for interpretation, as well as are interpreters from Legal Interpretation Services (a recommended DOE vendor). Open houses specifically for parents of ELL students are conducted in the fall and winter of the school term. The first of the two is scheduled for November, 2012, and the second of the two is scheduled for February, 2013. Each of the two open houses is held in the school library and is attended by ELL teaching staff, school administrators, guidance counselors, and our parent co-ordinator; as well as by staff serving as interpreters for the parents. The open houses are scheduled to run 90 minutes in length are conducted early in the school day and the parents are served a light breakfast.
- 2.) Parents are trained in how to use school website, Aris, Skedula, additional software supports, and in how to complete the high school admission process for their child.

Part E: Budget

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

Allocation Amount: \$18508

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 	\$ 11600.26	\$3,140.34 supervision of Saturday Academy as per Galaxy allocation. \$8,560.26 three teachers (1 ESL, 2 general education) teaching three hours per Saturday for 19 Saturdays in program designed specifically for ELL students; at per session rates.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$ 5552.40.	Ongoing program with Queens Zoo. During the 2012/2013 school year (spring term) the Queens Zoo will provide an afterschool program for ELL students at J185Q. The Zoo is uniquely qualified for this service because of its staff, manageable size, and exhibits featuring animals indigenous to the Western hemisphere. Zoo has been providing this service to schools for 20 years.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 	Cost for services rendered by Queens Zoo education department, DOE Vendor QWC000111:	Instructor fees of \$5250.40 (\$250.00 hr for 17 hour total); additional field trip, supplies.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$18508

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	\$ 1850.34	Ten per cent set-aside for parent involvement to cover costs of interpretive services (teachers, DOe at per-session rate), open house and after school programs specifically for families of ELL students; printing of materials on an as-needed basis.
TOTAL	\$ 18,508.	