



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 215Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q215

PRINCIPAL: SUSAN RIPPE HOFMANN

EMAIL: SRIPPE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Susan Rippe Hofmann	*Principal or Designee	
Valerie Muller*	*UFT Chapter Leader or Designee*	
Jodi Anderson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Jennifer Rondon	Member/Title I PAC Chair/Designee	
Lois Mann	Member/Staff/SLT Chair	
Elaine Green	Member/Staff	
Therese Brignoni	Member/Staff	
Vacancy	Member/Parent	
Vacancy	Member/Parent	
Vacancy	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, at least 20% of the students in grades 4 and 5 will show at least one level of growth in the identified CCLS in writing skills as measured against a four point rubric.

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.

A review of the 2012 NYS ELA Exam shows that performance across the three testing grades were below the citywide average in all grades, with the greatest percentage of students performing in the range of Level 2 performance. The students in the subgroups of students with disabilities and those for whom English is a Second Language perform below their classmates across all three grades.

For each of the grades, extended response questions in particular posed a challenge. In Grade 5, students receiving a proficient score on the 0-2, or 0-4 range extended response questions did so at levels of 29/96 tested,(interpreting character) 11/96 tested (use supporting evidence from two texts), 33/96 tested (understand purpose). In Grade 4, 48/113 addressed *produce a clear, well organized response to stories read or listened to supporting the understanding of characters with details from the story* and 29/113 compare and contrast ideas from two sources, and in Grade 3 20/111 students could *identify elements of character and plot so to understand the author's message* at the higher level of score.

The Chancellor's Expectations identify that students will ground responses in reading and writing to text, which aligns with CCLS as noted:

Determine the main idea of a text; recount the key details and explain how they support the main idea (grs. 3 &4) and Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Gr.5). This goal supports the acquisition of these 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.

In order to meet this goal, the following instructional strategies and activities will be used to achieve this goal:

All grades will continue to revise the Social Studies based literacy units developed during the 2011-2012 school year, with the support of the TSN Achievement Coach. Lead personnel will be supported in their development of the professional understandings required for this work through the support of the TSN, and its partnership with Pearson Learning.

Scheduling of weekly common preparation periods to support teachers working together to select appropriate tasks and review the student work produced will provide alignment of the work to the CCLS and allow for instruction which supports student acquisition of writing competencies which support text based responses.

Students in Grade 3 will begin the use of Junior Great Books, a program designed to promote the use of text based inferential level discussion through shared inquiry. Professional development for the staff involved in implementation of the program will be provided with an initial two day professional development, either in July, August, or the first available NYC based date in early fall.

Students in Grades 4 and 5 will use Achieve 3000, an interactive, technology-based program, which provides opportunities to read and respond to text which includes rigorous grade level material, and material matched to the students' level of need. Professional development support will be provided by the Achieve 3000 team, and tiered to address the needs of new users and those who are experienced with the program.

The implementation of a new Mathematics program, Go Math! Is tied to providing students with opportunities to engage in problem solving and includes opportunities to write in response to math problems, and engage in explanations of math reasoning.

A part time Special Education support position is in place. One role of this staff member is the provision of professional development to support teachers in the use of differentiation and the provision of accommodations to instruction to support the needs of learners with Special Needs. The work of this person also supports the implementation of the PBIS program to support students' behavior choices.

Teachers will work collaboratively during the scheduled weekly Teacher Team meeting times to, in part, and in collaboration with those colleagues who have participated in the professional development provided by the TSN and Pearson Learning, as well as those members of the Lead Inquiry Team, to develop and review the tasks used for student assessment, as well as analyzing the results of those assessments, to set grade, classroom, and student level goals.

All teachers will participate in professional development activities to strengthen their understandings of appropriate student work, the principles of instruction related to engaging students in performance tasks, and other areas determined by the staff member in consultation with the grade level supervisor.

Teachers will use the dates noted in the Staff Calendar to engage in the regular opportunities to produce unassisted pieces of writing and engage in performance tasks.

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.
- Workshops which are designed to support parents' understanding of the work of the Chancellor's Instructional Expectations will be provided by school staff.

Parents will receive regular progress reports so that they have a current and continuous understanding of the progress and performance of their children.

- Parents are provided with regular opportunities to provide feedback to the school's Leadership Team through parent surveys.
- There is an active Parents Association in place to support parent involvement in school activities.
- Translations in Spanish are provided to all parents in written communication and at regular school workshops.
- Regular opportunities for parent participation are part of the school calendar.
- The Title I Parent Committee members have collaborated with SLT members, and the newly elected committee will have the same responsibilities. The School's Title I Parent Involvement Policy includes the planning and implementation of workshops to support students from identified targeted subgroups. Monthly workshops will be targeted to parents of subgroups (ELLs and Special Education groups), and provided for all parents in the areas of Common Core Learning Standards
- Progress reports will be sent home approximately every six weeks, to provide parents with current student performance, and aligned to report card grading.
- Families will be invited to classroom learning sessions on an ongoing basis, so that parents can be more actively engaged.
- Continued opportunities to receive acknowledgement of work which supports student achievement on an ongoing basis will take place aligned to other calendared events.

- Provide initial workshops to support parental involvement

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

Fair Student Funding, Title I funding, and Title I School Success Funding will be used as follows:

Common Core Aligned Libraries will be purchased for each classroom to provide appropriate source materials for students' work with reading and writing
Junior Great Books Materials for students in Grade Three, to support the development of shared inquiry skills and the writing in response to literature

Title I and Fair Student Funding

Provide smaller than contractual sized classes in Grades 3 and 5 to decrease student teacher ratios.
 Implementation of a Schoolwide Positive Behavior Incentive Program to support students and insure high achievement
 Provide opportunities for teachers to work in teacher teams weekly

Title I Software Funding and Fair Student Funding

Subscriptions to **Achieve 3000**, a web based reading program will be purchased for students in Grades 4 and 5 to support students' access to nonfiction material which is rigorous and aligned to the CCLS

Fair Student Funding

Purchase of iPads for each teacher to provide access to online resources, capture student data and organize information for grouping of students.
 Purchase of Smart Boards, ELMOS, and other resources to support classroom work
 Purchase of additional iPads, iPad minis for student use

Fair Student Funding

Provide incentives as part of the school's Positive Behavior Intervention Support Program

Title 1 5% 10%

Professional Development School Program Professional Development: Purchase consultant professional development services for staff to support the

integration of Achieve 3000, Junior Great Books, and Writing into the school's curriculum
Pay for substitutes for the coverage of teachers to attend professional development
TSN Sponsored Professional Development
Pay for substitutes for attendance at TSN Professional Development
Pay for substitutes to attend professional development sponsored by the DOE and other outside organizations

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, student attendance will increase for students overall by 3 percentage points. The percentage of students whose attendance is between 89 and 70 percent will decrease by 20% of the percentage of students who fell into this attendance range during the 2011 -2012 school year.

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.

A review of student attendance for the 2011-2012 school year shows that student attendance for the 2011-2012 school year is 92.2%, which is at 36.3% when compared to schools citywide, and is a 22.2% growth over the prior school year.

However, a closer look at the school's attendance data shows the following:

39 of 99 students in Grade 3 had attendance in the *red range* (below 90%). 38 of 100 students in Grade 4 had attendance in the *red range*, and 22 of 99 students in Grade 5 had attendance in the *red range*.

The data demonstrates that a significant number of students have attendance which impacts academic achievement.

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.

Activity #1

- Implementation of School Practices- Review of school practices for the recording of student attendance and lateness is and will continue to be implemented. Additional monitoring of daily attendance will be applied through the dissemination of the RDAL report to identify students whose attendance needs to be changed from absent to late. The meal service reports will be used to review and follow up on students whose absences need to be changed to lateness.

Daily attendance percentages will be posted in the main office to insure that there is an awareness of the level of attendance and attendance trends.

Close monitoring of students whose attendance is less than the Chancellor's level will be conducted. Through the work of the attendance committee, students will be identified who need a key person for support, and put support mentors into place for these identified students.

Activity #2

Incentives created to increase student attendance - Monthly school spirit days will be implemented to encourage students to celebrate their attendance at school. Student incentives for increments of perfect attendance, and improved attendance are in place and will continue. School and class attendance will be made public and incentives will be provided to increase the focus on school attendance.

Go Green for Attendance Each month the names of those students whose attendance remains above 90% will be honored on the *Go Green* wall, where their names will be displayed. Students who remain on green for the whole year will be provided with a special event.

100% attendance students will attend a special trip at the end of the year to celebrate their achievement.

The implementation of the Morning Reading Circle will allow parents to drop students off early for school, and provide supervised academic activities for students.

Target Populations Students whose attendance in 2011-2012, was between 70% and 89% and the students whose attendance between September and January falls into the 70% -89% range.

Responsible Staff Members: Attendance Committee, Teachers, Guidance Staff, Parent Coordinator,
Implementaton Timeline: September 2012-June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide information about the expectations for school attendance and the importance of regular attendance during PA meetings.
- Provide parent workshops on nutrition and health awareness so that student attendance is maximized.
- Provide follow up for parents of students who may benefit from medical treatment at school, so that they are aware of options for school support.
- Provide recognition to the parents of students who have improved attendance and those who have perfect attendance at regular intervals.
- Use School Messenger to keep parents updated on student attendance and school events.
- Provide outreach to parents of students who have absences during the first week of school to identify if any supports are needed to insure school attendance is regular.
- Continue and expand student and parent incentives and recognition programs to encourage student attendance.
- Utilize the TSN Student Support personnel and Attendance Teacher to provide workshops and other outreach for parents.
- Utilize the Parent Coordinator and Guidance Staff to work with shelter families and staff to arrange busing or metro cards for students.
- Make ongoing outreach to families of students with attendance concerns
- Provide parent workshops based on the Learning Environment survey results.
- Schedule student and parent attendance recognition ceremonies.
- Engage parents in conferences to inform them of the need for regular attendance, provide support, and encourage families to take advantage of options to insure better student attendance.

Budget and resources alignment

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

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

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

If other is selected describe here:

Services and program coordination

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

Title I Funding and Fair Student Funding

- Provide an additional .6 Guidance Counselor position to provide at risk services to students, and families, to insure that follow ups are in place for students who are identified as at risk.
- Provide time for school staff to meet weekly to monitor student attendance and the impact of outreach.
- Purchase incentives for improved and exemplary student attendance
- Pay for mailing costs of communication with families of at risk students
- Purchase School Messenger to provide daily communication to families surrounding attendance.
-

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 60% of fourth and fifth graders will evidence growth of in mathematics as measured by growth from the initial and final Go Math based assessments.

Comprehensive needs assessment

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

A review of the student performance on the NYS Math exam in 2012 shows that the school's median adjusted growth percentile is 49.0 %, which is at 25.7 % when compared to school's citywide, and is seven percentage points lower than the school's adjusted growth percentile of 566.0% for ELA, even though the overall performance in ELA was 22.9% at or above grade level as compared to 33.9% of students performing at or above grade level in mathematics. The underperformance of the lowest third and early grades in mathematics demonstrate similar trends.

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.

The school has purchased a new mathematics program, Go Math! which is aligned to the Common Core Learning Standards, and provides a number of resources, both individual and technology based, which support the differentiation of mathematics for students.

Staff will receive professional development in the program, provided by the Houghton Mifflin Consultant to support their appropriate use of the program resources.

The purchase of smart boards and teacher iPads will provide access to the online learning tools, providing the students with the ability to engage in multiple reference points for mathematics learning, and beginning in Spring 2013, for accessing math data.

Key staff have been identified to be provided with turnkey training in the implementation of standards based mathematics instruction.

Lead Instructional Team Staff will select and evaluate the use of the program.

Teachers will work during their scheduled collaboration periods to assess students' math work and set math goals.

Teachers will use data from the Acuity Benchmarks and other standard math assessments to make teaching decisions.

Extended day instruction will include the use of activities to support the acquisition of math skills.

All students will engage in performance tasks in Mathematics, as part of the Chancellor's Instructional Expectations.

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 are provided with regular opportunities to provide feedback to the school's Leadership Team through parent surveys.
- There is an active Parents Association in place to support parent involvement in school activities.
- Translations in Spanish are provided to all parents in written communication and at regular school workshops.
- Regular opportunities for parent participation are part of the school calendar.
- The Title I Parent Committee members have collaborated with SLT members, and the newly elected committee will have the same responsibilities. The School's Title I Parent Involvement Policy includes the planning and implementation of workshops to support students from identified targeted subgroups. Monthly workshops will be targeted to parents of subgroups (ELLs and Special Education groups), and provided for all parents in the areas of Common Core Learning Standards
- Progress reports will be sent home approximately every six weeks, to provide parents with current student performance, and aligned to report card grading.
- Families will be invited to classroom learning sessions on an ongoing basis, so that parents can be more actively engaged.
- Continued opportunities to receive acknowledgement of work which supports student achievement on an ongoing basis will take place aligned to other calendared events.
- Provide initial workshops to support parental. Involvement

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

Fair Student Funding

Purchase Go Math curriculum materials for the students in all grades

Fair Student Funding and Title I Funding 10%/5%

Consultant services to provide professional development to staff in the use of the program and its resources
Per diem coverage for staff to participate in professional development
Purchase of iPads and other technology to support the program's implementation.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading for identified students, Passports Intervention, Achieve 3000, Small group reteaching, Shared Inquiry through Great Books	Small group during the day, lunch and learn groups and extended day services Tuesdays and Wednesdays	During the day, extended day and lunch and learn as needed.
Mathematics	Use of RTI activities built into the Go Math program model.	Small group within the school day, and during extended day services	During the day, extended day and lunch and learn as needed
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	There is an additional allocation of guidance counselor support time integrated into the school's program.	Small group, one to one, as determined by student need	During the school day, before and after the school day as noted.

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.

At this time, all teachers are highly qualified for the positions in which they teach, and are matched to assignments which reflect their qualifications. In order to insure that staff continues to gain professional competencies, all staff are provided with professional development in areas which are part of the Chancellor's Initiatives.

As a school in its first year of phase out, a focus on recruiting new staff is not applicable.

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

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

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen	District 27	Borough Queens	School Number 215
School Name Lucretia Mott			

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

Principal Susan Hofmann	Assistant Principal Howard Thomas/Tracy Teach
Coach MaryAnn Scott	Coach Lois Mann
ESL Teacher Linda McSorley/Geeta Persad	Guidance Counselor Hetha Stephen-Lawrence
Teacher/Subject Area Therese Brignoni	Parent Donna Hamlet
Teacher/Subject Area Elaine Green	Parent Coordinator Johanna Amancio
Related Service Provider Valerie Muller	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	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	686	Total Number of ELLs	131	ELLs as share of total student population (%)	19.10%
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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. 

Our school identifies or ELL students by providing the parents of the students with a home language survey form and conducting a parent interview, utilizing bilingual staff members where available, and when the literacy coach, Mary Ann Scott, math coach Lois Mann, or guidance counselor Hetha Stephen Lawrence, who has prior teaching experience, conduct interviews, the parent coordinator Johanna Amancio may be called upon to translate for Spanish speaking parents. The Office of Translations is called when needed for other home languages are spoken. Teachers Pierre Dupuy and Chantal Devot are speakers of Haitian Creole and French, and may be called as interpreters. The student whose home language is identified as a language other than English are tested by ESL teacher, Linda McSorley. The students take the LAB-R test and are placed based on their results on the test. Ms. McSorley hosts parent meetings weekly at the beginning of the school term, and as needed upon enrollment and identification of newly identified English Language Learners, informing the parents of the data and utilizing the resources provided in the Language Allocation Policy kit of the of their rights to choose from the list of programs for their children. The parents choose the program that they deem appropriate for their children. A review of the completed parent requests, the trend is for the placement of students into the free-standing ESL program. This is the model chosen by our parents as noted by the review of parent requests.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	2	0	0	0	0	0	0	0	0	0	0	0	4
Total	2	2	0	0	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education
SIFE	0	ELLs receiving service 4-6 years	370	Long-Term (completed 6 years)
				0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	91	0	0	37	0	7	0	0	0	128
Total	91	0	0	37	0	7	0	0	0	128

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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	38	21	24	17	17	12	0	0	0	0	0	0	0	129
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	38	23	24	17	17	12	0	131						

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?

1. Instruction is provided to students as follows:

In Kindergarten the English Language Learners (ELLs) are heterogeneously placed in five classes on the grade. In Grade 1 the ELLs are heterogeneously placed into five classes on the grade with most of the students in one class. In grade 2 the students are heterogeneously placed into three classes on the grade with most of the students in one class. In grade 3 the students are grouped heterogeneously in four classes on the grade with most of the students in one class. In grade 4 the students are grouped heterogeneously in four classes on the

A. Programming and Scheduling Information

grade with most of the students in one class. In grade 5 the students are heterogeneously placed in four classes on the grade with most of the students in one class. The freestanding ESL teacher can provide push in and pullout support, and to facilitate communication between and among the classroom teachers and the ESL teacher. The teachers ensure that the students are being serviced for the mandated number of minutes(360 minutes-Beginner/Intermmmediate and 180 minutes-Advanced). The ESL Teachers provide copies of their schedules to each of the teachers and are held accountable to service the students. The program model supports students at their grade level, with an ungraded newly arrived group as scheduling allows. The use of a 45 minute period block model is undertaken and students are scheduled for the appropriate number of instructional hours as per their language needs. We do not currently have a Dual Language (DL)program or a Bilingual Prgram (TBE) As a freestanding ESL program, the language of instruction is English, but the provider is fluent in Spanish, which allows for student support where needed. The program includes the integration of content area information and the genres of writing which students undertake as part of the ESL program. The program incudes the use of materials which are designed to address vocabulary needs and engage students at the appropriate level of English Language acquisition. The teachers use the materials to provide the students with instruction that teaches them how to read, write, listen and speak English fluently as they acquire language through the use of books, leap pads and computer based programs. The teachers engage the students in read alouds with questioning and think alouds. They also engage the students in shared reading excercises as well as share writing excercises before the students are given opportunities to read and write independently. The students receiving ESL instruction who have IEPs, have modifications which are in accord with their IEP identified needs. The ESL teachers are provided with the students IEPs and they provided the students with modifications within instruction. The students are instructed based on their level of proficiency and are provided with the appropriate number of minutes of service based on their level . Students with Interrupted Formal Education are provided with additional supports in extended instructional day. The needs of students who have been receiving ESL for 4 to 6 years, focuses on developing the students' areas of needs in the instructional program. The instructional focus for these students is to guide them towards becoming more independent as readers and writers. The records of long term ELLs are reviewed to determine if other factors besides acquisition of language are causing them to be unable to demonstrate proficiency in English. As noted, English Language Learners with special needs are provided with supports in line with the IEPs.

Courses Taught in Languages Other than English ⓘ

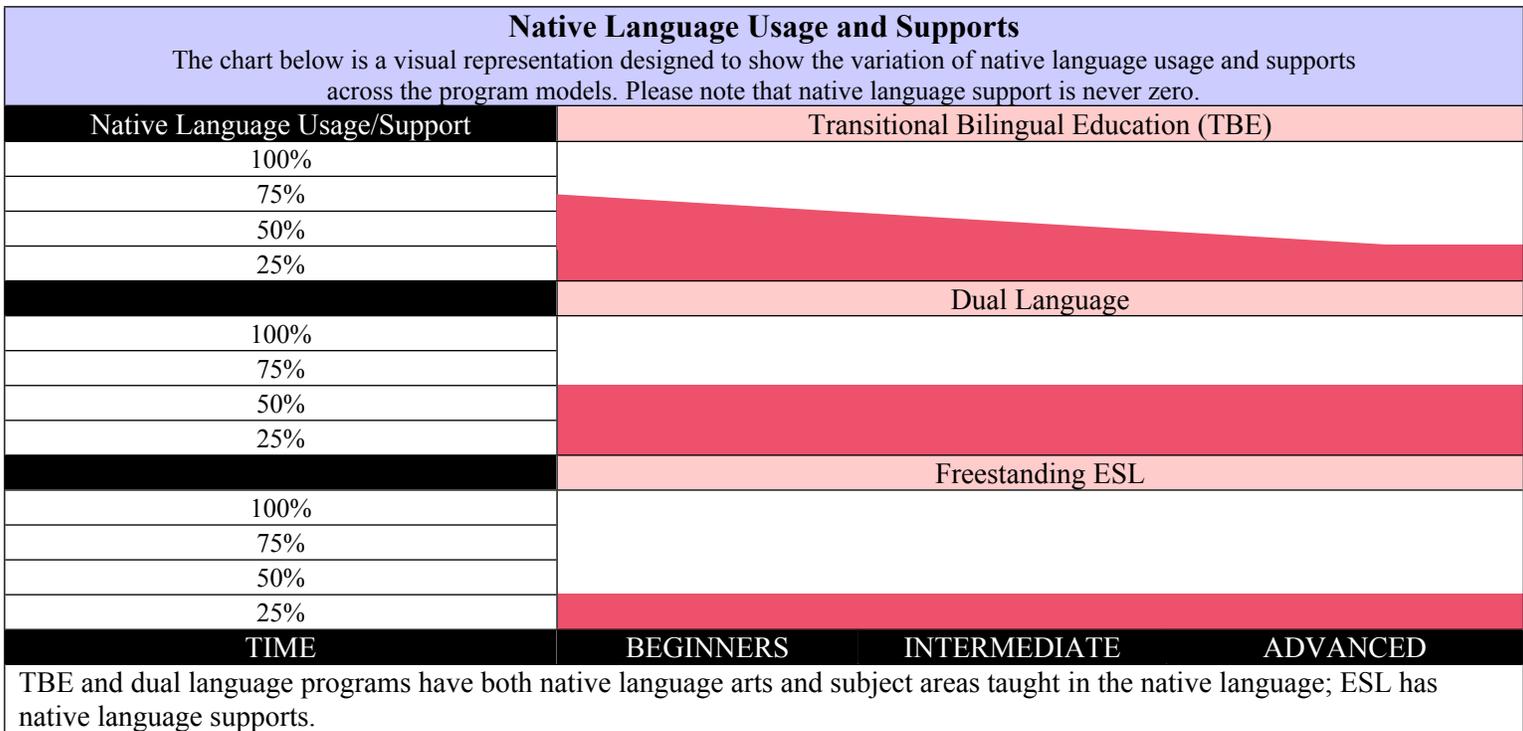
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

	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?

English Language Learners are provided targeted support in ELA and Math, using the Kaplan Advantage program, with a focus on the content area vocabulary. The ELLs are group by grade and proficiency and provided with instruction and supports accordingly. Newly arrived English Language Learners in the upper grades are targeted for support during the extended day session, using the services of a licensed, Spanish Speaking ESL teacher. All interventions are currently offered in English, with translations into Spanish where appropriate. Students reaching proficiency are provided with support from the home class teacher, and are provided with all of the accommodations available on standardized testing. During the school year, we are looking at the continued use of Achieve 3000, and we will continue to develop technology which supports student learning. ELLs are afforded access to all school programs. The enrollment of ELLs in the extended day and OST afterschool programs demonstrate a ratio of enrollment which reflects equal or better access proportionate to the number of students. An afterschool and lunch and learn program, which integrates the use of Study Island (math) and content area social studies and science) libraries with traditional NYSESLAT preparation materials will begin in January. Newly enrolled ESL students are partnered with students who have been able to acquire language longer. In an effort to support newly enrolled ELLs before the beginning of the year parents are encouraged to read take their children to library to obtain a library card. They are also encouraged to read with their children in their native language for thirty minutes daily. Newly enrolled ELLs are enrolled in the extended program where they receive support in acquiring the English language from an ESL teacher.

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)?

N/A

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.

Professional development integrates the needs of English Language Learners in all areas. Data use includes the use of the ELL Periodic Assessments to target support to staff and students in understanding the kinds of language acquisition which students demonstrate. All teachers have the opportunity to meet with the ESL teacher to discuss student progress and strategies used in and out of the classroom. The ESL teacher participates in Professional development provided by the Children First Network, and has been engaged in professional development through the Office of English Language Learners of the Department of Education. The seven and a half hour Jose P. Professional development is conducted by the ESL teacher, with session times arranged during the collaborative planning periods which take place each Monday. The teachers who receive this training outside of the school provide their documentation of it and it is kept on file. Attendance sheets and materials will be kept on file for the teachers who will participate in training in the school. Training will consist of but will not be limited to teachers and paraprofessionals learning how to use the Common Core Learning Standards as the base for English as a Second Language, Native Language Arts, and English Language Arts and other content area instruction. They will also learn how to align instruction for ELLs who take standardized assessments with ESL, NLA, and ELA NYS learning standards and performance indicators. They will be taught to align instruction for ELLs who take alternate assessments with learning standards and performance indicators in ESL and NLA, and with alternate grade level indicators in ELA and content areas. In addition, educators will learn to increase use of multicultural materials and resources and they will learn to use instructional and adaptive technology. School based supervisors will receive training and on-going technical assistance. The ELLs are a part of all school activities. They are invited to all activities just as non-ELL students are. Parents receive notices inviting the students to the extended day, after school (last year) and the upcoming Title III Saturday Academy program targeting ELLs. A combination of web based computer programs and instructional books which will target reading, writing, listening and speaking skills will be used in this program. The students will receive supports based on age and grade levels. For example, third grade students will be placed in the third grade Saturday academy classes in order to receive the grade level supports that they need to be successful.

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?

The Parents of English Language Learners are provided with many opportunities for involvement in their children's education. All information about parent workshops, school events, and opportunities for children are sent home in English and Spanish, and through the use of School Messenger, verbal messages are left for all school events in English and Spanish. Parents of ESL students are supported in working with their students to develop math concepts with their children in their home language. Parents may request a copy of the mathematics books in Spanish, which is our predominant second language. Homework is translated with the support of the Parent Coordinator, at the request of teachers. The Translation Unit and the use of Google translator present opportunities to translate information into languages other than English. Parent needs are assessed through requests made of the Parent Coordinator, teacher requests, parent surveys and feedback from parent workshops and activities. The Parent Coordinator who speaks Spanish, works with the parents to help meet their needs. She provides workshops to the parents in conjunction with the ESL teachers on the NYSESLAT as well as the NYS English Language Arts and Mathematics exams. She meets with parents to help answer their questions about their children and their instruction. The parents are also invited to the Parent Association meetings, Title I meeting and other school activities so that they have all of the opportunities to play an active role in their children's education.

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	9	19	7	6	2	0	0	0	0	0	0	0	61
Intermediate(I)	3	7	4	7	4	0	0	0	0	0	0	0	0	25
Advanced (A)	17	7	1	3	7	10	0	0	0	0	0	0	0	45
Total	38	23	24	17	17	12	0	0	0	0	0	0	0	131

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	2	0	3	0	0	0	0	0	0	0
	I	7	0	2	1	1	2	0	0	0	0	0	0	0
	A	4	4	3	2	4	7	0	0	0	0	0	0	0
	P	5	2	13	11	8	8	0	0	0	0	0	0	0
READING/ WRITING	B	11	0	5	3	2	4	0	0	0	0	0	0	0
	I	3	4	9	1	1	7	0	0	0	0	0	0	0
	A	1	1	0	11	8	7	0	0	0	0	0	0	0
	P	1	0	2	1	3	5	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	8	1	0	16
4	6	11	1	0	18
5	7	9	1	0	17
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		10		1		0		17
4	5		10		3		0		18
5	3		13		4		0		20
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science														
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The school uses running records, Acuity ITAs and ELA and Math predictives as well as the ELL Periodic Assessment to measure the students' acquisition of skills in Grades 2-5. Students in Grades K and 1 are also assessed using DIBELS for literacy acquisition. The data gives us insight into the proficiencies and deficiencies of the specific students. Decisions about instructional focus and the grouping of students is based on these data sources as well as teacher observation. The teachers will be informed of the manner in which skills are assessed by the NYSESLAT data and they will work toward providing the students with the appropriate supports based on the students' proficiency in the areas of Speaking, Reading, Writing and Listening. A review of students' results as assessed by the New York State Examinations in ELA and Mathematics shows that English Language Learners made progress in all grades when the scale score units are compared. The success of programs for English Language Learners is measured using the information in the ELL Periodic Assessment score changes from the initial to the final assessment and the use of program specific pre- and post tests.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q215 **School Name:** The Lucretia Mott School!

Cluster: 2 **Network:** 212

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

Part A: Needs Assessment Findings

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

Data gathered included the logs of the Parent Coordinator in reference to concerns expressed by parents who visited or called her office, interviews with office staff who dealt with parents who came to the office or called the school, comments from Professional Staff about those areas they felt they needed support in assisting families whose language is other than English. Initial interviews with parents at the time of registration also provides good information about the level and kind of language support needed by new families. Summary information about preferred language of communication was also reviewed from ATS. The information showed that the Spanish language is the most often requested second language. The school aide keeps a copy of the language summaries in the copy room to insure that appropriate translations are provided for all students.

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

The major findings were as follows: The school has a number of supports in place to meet family's language needs. These include the number of staff who are Spanish proficient, the dissemination of information in Spanish and English, the availability of translations for homework (upon request) and the number of opportunities provided for parents to be active socially (Bingo nights for parents and children, etc.) The areas of greatest need are for additional personnel for translation on nights where many parents visit the school (Parent Teacher Conferences, Meet the Teacher Night). We have two staff members who speak French and Haitian Creole, and one staff member who is Arabic speaking. Staff have found the translation office number availability to be helpful. The information has been shared at parent meetings and School Leadership Team. All documents are translated into English and Spanish and all Department of Education notices sent in the translated versions to the homes of our students.

Part B: Strategies and Activities

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

P.S. 215Q's parent coordinator translates all official communication, as well as homework (upon teacher or parent request) into Spanish. The Department of Education's translations are used for all documents which are from the central Department of Education. PS 215 also avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist with oral and written communication wherever possible. Documents for required notifications are translated and copies are sent in English and Spanish as a regular communication. Copies of documents from the Department of Education are printed from the DOE website where available and translated when no printed communication exists.

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

P.S. 215 avails itself of the DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in oral communication. An ongoing relationship with parents via meetings, phone calls and personal conferences ensure timely notification of all information pertinent to their child's educational progress. Per session payment is used to insure that translators are available for peak times of parent need, including the parent teacher conferences and end of year work. Outside vendors are not used.

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

To fulfill Section VII of the Chancellor's Regulations A-663, the school will send letters to the parents in appropriate languages including Spanish, and Arabic, as well as the home languages of any new admits throughout the year, with the reference to a need to have the language translated where needed.

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: Lucretia Mott

DBN: 27Q215

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 2

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- PS. 215Q will support our ELLs through our literacy and math programs. Our instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus.
- Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through a Friday After School program.
- The focus of the Friday After school program for approximately 60 students in grades 3, 4 and 5, will be to provide additional opportunities for ELL students to practice and master those skills needed to prepare for the NYS ELA and Math exams. Based on the analysis of Math and ELA data from periodic assessments, NYS testing and teacher made assessments, ELLs will participate in the program, with available space provided to second grade ELLs. Speakers of English who are functioning below grade level will be selected to participate where space allows.
- Imagine Learning software will support instruction in the five essential elements of literacy, phonemic awareness, phonics, fluency, vocabulary and computation. Imagine Learning English is a software program that teaches children to both read and speak English. It uses engaging multimedia to deliver individualized instruction to English learners. It provides students with a safe environment for learning while teaching them the skills they need to succeed in the classroom and beyond. Imagine Learning English also provides educators with actionable data to drive instructional practice in their classrooms. Imagine Learning English provides targeted first-language support in Spanish, French, Haitian Creole and Korean.
- Beginning January 25, 2013 and ending May 3, 2013, weekly sessions will equal 2 hours per week for each teacher, for a total of 96 teacher hours over 12 weeks. One two hour session prior to the program start will focus on the use of data to support students and effective strategies that will support the ELLs. The final session will include an additional hour for closing program paperwork.
- A minimum of two of the teachers will be common branch certified and at least one licensed ESL teacher will rotate among the classes as a co-teacher. There will be a total of four teachers.
- One supervisor will over see the program, as there is no other supervisor there at that time. The supervisor will work 2 hours per week to supervise early arrivals, late dismissal and parent activities.

Part B: Direct Instruction Supplemental Program Information

- Students will be given both small group and individualized instruction.
- Student data from ARIS and Acuity (periodic assessments) as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will also be incorporated, using non Title III funded programs, as an additional learning modality. Imagine Learning will be used by all students, and Achieve 3000 will be used by fourth and fifth grade students as applicable.
- Students will be assessed regularly, based on the focus of the strategies and skills taught, as well as individual progress reports. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2012 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. Acuity (interim assessments) and the ELL Interim Assessments will also be monitored for evidence of student progress.?????

Part C: Professional Development

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

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

Begin description here: The professional development program embeds strategies needed and considerations to be made in supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs. Topics for this professional development include:

The NYS Standards for English Language Learners, Supports for English Language Learners from the Department of Education Common Core Library and strategies from ARIS Connect and ARIS Learns will be integrated into professional development. The ESL lead teacher will serve as a teacher mentor for ESL instruction and will engage in professional development to support her colleagues in ESL instruction. The resources of the cluster and CFN 610 will be integrated through teacher attendance at regularly scheduled professional development opportunities.

Support from Pearson Inform Professional Development (through the NYCDOE Assessment Support Division) for teachers in Grades Three through Five will be scheduled to support teachers serving students in those grades, and will be scheduled during collaboration times provided through the SBO and during common preparation periods.

All Title III program teachers will be required to participate in one two hour session of professional development prior to the start of the Friday Afterschool Program, in addition to the hour devoted to program closing activities for a total of three (3) hours. These sessions will be conducted by the Supervisor, or the Director of ELL Student Services and /or publishing companies of the newly acquired materials. Teachers will identify and create ongoing strategies that support the individualized learning

Part C: Professional Development

needs of their students for academic proficiency and mastery in all subject areas.

Professional development will be provided by Publishing companies, the Supervisor and the Director of ELL Student Services. These hour long sessions will consist of the following topics: Strategies to support the ELL, Using student data to improve instruction, Preparing ELLS for the NYS Assessments.??????

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent workshops that identify and create useful strategies for home use, and reinforce identified skills needed for proficiency. These workshops will take place bi-monthly for two hours beginning in January. These workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children. Introduction of common core learning standards will be reinforced during each session. The workshop presenters will be a team presentation by Parent Coordinator, ELL Specialist and/or supervisor. School personnel who have been previously trained in the EPIC parent workshop series will provide this professional development to parents. The workshops will be scheduled based on parental response to surveys. Parents will receive letters/flyers and School Messenger. Refreshments will be served to all participants.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		