



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q281

PRINCIPAL: BEN SHERMAN EMAIL: BSHERMA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **JUAN MENDEZ**

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
Ben Sherman	*Principal or Designee	
Melanie Katz	*UFT Chapter Leader or Designee	
Emilsce Escobar	*PA/PTA President or Designated Co-President	
Sue Jen Hu	DC 37 Representative, if applicable	
Jimmy Park	Student Representative (<i>a minimum of two members required for high schools</i>)	
Yi Yan	Student Representative (<i>a minimum of two members required for high schools</i>)	
Valerie Cohen	CBO Representative/NAACP	
Robin Mandel	Member/UFT	
David Bantz	Member/UFT	
Neal Sherman	Member/UFT	
Mala Panday	Member/CSA	
Jamie Eckartz	Member/Parent	
Stephanie Parris	Member/Parent	
Susana Solis	Member/Parent	
Beverly Anderson	Member/Parent	
Donna Forde	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

All students will complete two literacy and a math common core tasks embedded in a rigorous curriculum unit

Comprehensive needs assessment

- Continue the transition to instruction aligned to the common core
- Based on 2012 results in ELA and math, additional practice in common core tasks embedded in curriculum will better prepare our students for the 2013 New York State Math and ELA tests
- Based on teacher feedback, our teachers want more experience and professional development in Common Core instruction

Instructional strategies/activities

- Teachers meet every Friday by departments. They will discuss common core curriculum planning at these meetings.
- We have hired a part time math coach and literacy coach who assist our English, History, ESL and common branch teachers in developing common core literacy curriculum and tasks.
- Common Core texts were ordered for each content area to support the design of common core curriculum maps and lesson plans.
- We hired a Reading teacher to target struggling readers so they can increase their understanding of more complex text.
- Department Chairs receive bi-weekly professional development on analyzing common core assessments using NYengage.org as an online resource.

Strategies to increase parental involvement

- Leadership has presented common core support tools via the DoE Parent Link by grade level.
- The principal, Mr. Sherman, presented his proposed allocations for the Title 1 funding at the November PTA meeting.
- Department chairs and assistant principals will conduct workshops helping parents understand text complexity and developing argumentative essay writing skills with their children.
- “Bring Your Parent to School Day”. We will have designated days in which we invite parents to come to school to learn with their student.
- Present workshops in languages spoken by parents: Chinese, Spanish
- Welcome parents to a “Tea and Talk” in which the common core is discussed.

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

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).
 - Our LDF visits the school twice a month to support our two assistant principals and our principal with developing common core goals and systems.
 - TL Fair Student Funding \$35,267 Professional development for staff
 - TL Fair Student Funding \$67,624 Reading teacher
 - TL Fair Student Funding \$9,989 Department Chairs
 - TL Fair Student Funding \$11,839 After School Center

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

To increase teacher effectiveness by engaging in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations of teacher practice.

Comprehensive needs assessment

Through a survey and conversations with teachers, there was a need for clear expectations when evaluating teachers in connection with State assessment results.

Instructional strategies/activities

We will be using 4 types of observations: walkthrough, mini-observation, informal, and formal observations

- a) many observations will focus on identified sub-groups such as ELLs and the lowest third.
- b) Chancellor's PD Day, Literacy Coach and Math coach
- c) Grade team and Department weekly meetings
- d) By Dec 2012, all teachers will be familiar with the observation terms and will have received at least 1 mini, 1 walkthrough, and 1 formal observation

Strategies to increase parental involvement

- Parents are made aware of school's instructional vision (i.e. – Workshop Model, Common Core)
- There are feedback to teachers regarding contacting parents specifically for the lowest third

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).

- TL Fair Student Funding and Title 1 SWP Professional/curriculum Development \$34,241
- TL Fair Student Funding and Title 1 SWP Professional Development \$31,375
- TL Children's First Network Support HS SSO support \$40,599
- TL Fair Student Funding Principal - \$70,000
- TL Fair Student Funding and Title 1 SWP 2 AP's \$90,000

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

To increase the pass rates of the high school students who are retaking Regents tests in Integrated Algebra, Geometry, Global Studies and Geography, Living Environment, Earth Science, and English based on failing scores in the range of 50-64.

Comprehensive needs assessment

Students who retake the Regents often fail a second time. To increase the number of students passing when retaking exams, we will identify those students whose scores were in the range of 50-64 and will offer additional supports.

Instructional strategies/activities

1. The Data Specialist will identify these students and will lead a professional development with the math, science, and English departments to review these students' strengths and weaknesses.
2. The Data Specialist will do an item analysis to see which topics should be covered during each marking period. Based on this information, teachers will work with the students to create academic goals.
3. Title 1 funds will be allocated to pay for professional development for the teachers and for after school tutoring for the targeted students.
4. We will develop a study skills class to target failing students.

Strategies to increase parental involvement

Parent will be able to view student grades, assignments and progress through Pupilpath. Teachers will maintain strong communication with parents via email, phone calls and parental meetings to share goals, action plans, and progress.

Leadership will communicate Regent dates and study tips at PTA meetings and have an opportunity to give feedback on planning after school academic support.

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

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)
- SmallGroup Instruction Math Classes
Targeted Academic Intervention Services Classes During the School Day/Extended Day/37.5 Minutes Regents Support Title I \$6,000
TL Fair Student Funding \$11,839 After School Center
Guidance Counseling/Outreach Title I \$52,000

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

Identify and provide instructive interventions in order to increase the ELA and Math scores of our black and Hispanic males in our middle school scoring in the lowest third of the city such that 50% will move out of the lowest third.

Comprehensive needs assessment

- A high percentage of middle school black and Hispanic males do poorly in ELA and math. We identified students who were in the citywide and school lowest third in ELA and math.

Instructional strategies/activities

1. Mentoring program – Partners for Success
2. Counseling
3. During and after-school AIS
4. Increased ELA and Math instructional periods
5. Bi-monthly at-risk meetings for families
6. Literacy Coach
7. Test Practice for Students
8. Focus Group/Questionnaire
9. Recommend 1-1 tutoring within Queens College Literacy Program
10. PD for teachers to better prepare students for new New York State tests
11. Parent workshops to explain new tests
12. Lunch with Assistant Principal
13. Inquiry Team Realignment to include all identified students
14. Identify students to classroom teachers,
15. provide PD to classroom teachers and identify and provide planning time
16. Meet with students and explain selection and goals to children
17. Proposed Saturday Academy which combines academic support with physical activities (e.g., basketball, soccer)

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).
- Title III 1/6 Teacher Salary ESL Salary \$11,000
- TL FSF Salary Math and ELA Coaches \$28,000
- Title I AP Salary \$26,000

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	Achieve 3000 Castle Learning Small group test prep courses Skill based workbooks	1 to 1 Teacher and Peer Tutoring Small Group Instruction Blended learning	During the school day 37.5 minutes After school
Mathematics	Khan's Academy Castle Learning Small group test prep courses Skill based workbooks	1 to 1 Teacher and Peer Tutoring Small Group Instruction Blended learning	During the school day 37.5 minutes After school
Science	Castle Learning Small group test prep courses Skill based workbooks	1 to 1 Teacher and Peer Tutoring Small Group Instruction Blended learning	During the school day 37.5 minutes After school
Social Studies	Castle Learning Small group test prep courses Skill based workbooks	1 to 1 Teacher and Peer Tutoring Small Group Instruction Blended learning	During the school day 37.5 minutes After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Speech services Hearing services Vision services Counseling College counseling Paraprofessional services	1 to 1 Small group Mentoring Blended learning	During the school day 37.5 minutes After school

	Student to student mentoring programs C-6 with teachers observing at-risk students in the classrooms		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All teachers are highly qualified.
We attend Department of Education and New Visions hiring fairs.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read 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 Debra Maldonado/Derek Smith	District 25	Borough Queens	School Number 281
School Name East-West School of International Studie			

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

Principal Ben Sherman	Assistant Principal Paul Seo
Coach Holly Reichert	Coach type here
ESL Teacher Holly Reichert	Guidance Counselor Carlos Diaz
Teacher/Subject Area Amit Bahl/History	Parent type here
Teacher/Subject Area Melanie Katz/Math	Parent Coordinator type here
Related Service Provider type here	Other Su Jen Hu
Network Leader Derek Smith	Other Boer Chen

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	5
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	619	Total Number of ELLs	84	ELLs as share of total student population (%)	13.57%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Initial identification of ELLs is done by the Intake Team. At intake, as directed by school personnel, the family completes the HLIS with the assistance of Ms. Reichert, the school's assigned pedagogue, and has an informal interview in English with Ms. Reichert and in the family's first home language with bilingual school personnel: Ms. Hu, Chinese bilingual community assistant and Mr. Diaz, Spanish bilingual guidance counselor and Mrs. Rhi, Korean bilingual pedagogue. Once the pupil personnel secretary and bilingual school staff have conducted the initial intake, the ESL teacher reviews the HLIS survey and schedules the LAB-R for students who are determined to be eligible for testing. LAB-R testing is done within ten days of the student's registration, and the ESL teacher delivers the completed LAB-R testing documents to the district office. Again, based on HLIS results, eligible students are given the LAB-R by the ESL/BESIS Teacher, Ms. Holly Reichert, within ten days of student's intake. Ms. Reichert has an ESL license and conducts the initial screening with the support of other staff as needed. The EWSIS's Intake Team comprises the Pupil Personnel Secretary, Bilingual Schools Aides, Guidance Counselors, ESL/BESIS Teacher, ESL Coach, AP of Instruction/ESL. All students identified as entitled to ESL as per LAB-R results, and those students who come to our school as identified ELLs as per the following ATS reports: RLAT, RLER/NYSESLAT indicator, are administered the NYSESLAT annually by the ESL Department teachers during the NYSED specified testing period. A formal testing schedule is made and students in the ESL Department take the four components of the test over a period of two weeks. Our school has not given the Spanish LAB. To date, we have not had students come in as new entrants requiring the administration of the Spanish LAB.
2. Parents are informed by letter within ten days of the child's registration of the three choices: Transitional Bilingual Education, Dual language, and Freestanding ESL. Once students are tested, found to be entitled, they are programmed at the appropriate level of ESL. Letters informing the family of the student's placement and the options open to them are mailed within ten days of registration. Follow up is made by bilingual personnel two days after letters are backpacked home. Parents are invited to an ELL orientation program so that they better understand the school's programs and their options. Ms. Reichert, ESL/BESIS Teacher, is responsible for explaining the program options to parents and running the ELL Orientation Program, which takes place within ten days of registration.
3. EWSIS ensures that entitlement letters are distributed to students and they are instructed to give the letters to their family and to return completed to Ms. Reichert. The letters are also mailed to families and follow-up phone calls are made asking the family to return the completed letters and forms to the school and to attend the orientation program. Copies of these letters are maintained in the school's ELL compliance files. Logs of all calls are maintained in the ELL compliance files with the letters sent to parents. Bilingual staff supports the process and makes outreach calls. Ms. Sue Hu, a community assistant, and Ms. Chen, a Chinese Language teacher, contact Chinese speaking families. Our school's Middle School Guidance Counselor, Carols Diaz, makes calls to our Spanish speaking families to inform them of our programs, their entitlement options, and to invite them to the school for orientation. Every attempt is made to contact the families and invite them to the school for additional information and to have their questions answered. Entitlement letters, phone logs of outreach calls and received completed Parent Surveys and Program Selection Forms are stored in the ELL compliance files. Parent choices are entered in ATS and screen printouts are kept with the completed Parent Surveys and Program Selection Forms.
4. All entitled ELLs are provided with an appropriate program based on their level of English proficiency as per the LAB-R and

the NYSESLAT. Families are informed of their child’s placement following the LAB-R administration, and letters regarding the program options, etc. are sent home. Bilingual staff who speak the family’s first language follow up with families to make sure they understand the information and to answer any questions they may have.

5. Based on the Parent Survey and Program Selection forms, all parents have requested an ESL program for their children. Families have repeatedly stated that they want their children to learn English as quickly as possible, and the ESL program is what they want. The school has recognized the need to develop its staff and capacity to better meet the specific linguistic and content needs of the ELL population. The school has allocated funding for professional development for the staff, has an ESL Coach, and is in the process of ordering new textbooks and classroom libraries that specifically meet the needs of the ELLs in the school. The school will develop its content area classroom libraries in order to provide access to content on a variety of reading levels.

6. EWSIS offers a free-standing ESL program. This program offering supports what parents are requesting. The school is developing a three-year plan to best meet the needs of its ELL population at both the middle and high school levels. One area that is of concern and that will receive attention are the Regents Exams. Many of our ELLs have come to the United States in their teens and as a result are entering high school with very little English language exposure. Many of them are starting with the very basics of language. Meeting the needs of this population, and graduating them in four-years with a Regents diploma is a challenge. In the school's first graduating class, two students did not graduate because they did not pass the English Regents Exam. The school is in the midst of developing a systematic approach to meeting the academic needs of students who are learning English and content at the same time. We provide in the Spring semester an ESL after school program to support specific Regents courses in math and science. Teachers set specific learning goals for each students and communicate with parents regarding the student's progress.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	---

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							3	3	3	3	3	3	3	21
Push-In														0
Total	0	0	0	0	0	0	3	3	3	3	3	3	3	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	7
SIFE	10	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	7	0	3	3	0	0	0	0	10
Total	7	7	0	3	3	0	0	0	0	10

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	3	0	2	0	0	8
Chinese							6	9	4	15	11	12	9	66
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							1	2	0	1	0	0	0	4
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other										1	2	1	2	6
TOTAL	0	0	0	0	0	0	9	12	7	17	15	13	11	84

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?

Paste response to questions 1-7 here

1.a) EWSIS has a free-standing ESL program for middle school and high school. Students are grouped by proficiency level on grades 6-12 and divided into middle school classes and high school classes. For example, all beginning level ELLs in grades 6-8 are programmed for ESL Level 1; all beginning level ELLs in grades 9-12 are programmed for ESL Level 1. EWSIS has ESL Level 1, Level 2, and Level 3, which correlate to NYSESLAT proficiency levels: beginning, intermediate, and advanced. EWSIS has an ESL Department comprised of four, certified ESL Teachers. Class periods are 43 minutes long, and students receive 1, 2, or 3 periods of ESL per day based on their level of proficiency. Students at the Advanced level also receive one period, 43 minutes, of ELA instruction per day.

1.b) We offer ungraded homogeneous Beginner, Intermediate and Advanced level ESL classes for middle school and high school. Beginner Level textbooks include: Milestone and Visions, as well as the Heinle Picture Dictionary and workbooks. For Intermediate, the Visions textbooks are used. For middle school Advanced ESL, a modified Readers/Writers Workshop is followed and texts are from the Lucy Caulkins recommended BookSource lists. For high school Advanced ESL, a Common Core non-fiction pilot curriculum is being developed.

2. Students entitled to ESL are programmed according to their proficiency level and the mandated number of minutes as per CR Part 154.

A. Programming and Scheduling Information

Beginning level students are programmed for three instructional periods per day which equals the mandated number of minutes. Intermediate level students are provided with two periods of ESL per day; the number of minutes is equal to mandates. Advanced level students are programmed for one period of ESL and one period of ELA per day; this fulfills the mandated number of minutes. Beginners ELL receive: 3 periods (43 minutes each) of ESL per day which provides a total of 645 minutes of instruction per week. Intermediate ELLs receive: 2 periods (43 periods each) of ESL per day which provides a total of 430 minutes of instruction per week. Advanced ELLs received: 1 period (43 minutes) of ESL and 1 period (43 minutes) of ELA; this provides 215 minutes of ESL and 215 minutes of ELA per week. Many of our ELLs also take a language class: Japanese, Korean, or Chinese. Language classes meet one period a day, five days a week. EWSIS does not offer NLA classes at this time.

3. ELLs follow their grade level programs in the content areas. Content teachers are being supported with professional development so that they can differentiate instruction and meet the diverse needs of the ELLs in their classes. Differentiation of instruction focuses on access to content and methods of assessment. Students are provided with bilingual dictionaries and glossaries. When applicable, students receive Regents content materials in their first language as well as English. Teachers provide ELLs with modified tasks that ensure they will receive the same content in a way that is accessible and is at their level English proficiency. Students are supported with visual and written scaffolding as well as oral/auditory and tactile support when appropriate and applicable. EWSIS is also fortunate to have a team of content teachers who are part of a professional learning community focused on meeting the needs of ELLs at EWSIS. This team of five core content teachers differentiate in the following ways: adapted texts, written scaffolding of academic vocabulary, visual and tactile support of content concepts, and modified assessments. This team meets weekly with the Coach, Ms. Reichert, as a professional learning community. All members of this group also receive individualized coaching with the Staff Developer.

4. For students whose first language is Chinese, Japanese or Korean, our bilingual ESL teachers and our Japanese, Korean and Chinese Foreign Language teachers assess the first language literacy of our newly admitted ELLs with teacher-made assessments. We are working on how to assess ELLs whose home language is other than Chinese, Japanese, or Korean.

5.a) SIFE identified students are supported by a guidance program that ensures their social-emotional as well as academic needs are being met. Student receive additional support through the extended day program, and the ESL Department discusses these students weekly as per their needs, academic and language development, and how best to support them across the school day. Staff is informed of who these students are and how best to support their language and learning needs.

5.b) Our newcomers are supported by an intensive ESL program which comprises three-four of their seven or eight instructional periods. This program focuses on building their English speaking, listening, reading and writing skills so that they are able to function in their content classes with differentiated support.

5.c) Our program for ELLs who have received 4-6 years of service, follow the appropriate program as per their proficiency level and receive additional support in extended day. These students are encouraged to participate in after school tutoring and other academic programs.

5.d) Our program for ELLs who have received over 6 years of service, follow the appropriate program as per their proficiency level and receive additional support in extended day. These students are encouraged to participate in after school tutoring and other academic programs.

6. Instructional strategies include activating prior knowledge, bridging knowledge, modeling, and scaffolding; instructional materials include leveled fiction and non-fiction trade books that support content subject area topics.

7. ELL-SWDs at East-West receive the appropriate services as per their IEP. ELL-SWDs receive IEP-specific services and are programmed in ICT, SETSS, and general education classes including ESL as per their IEP. Our school has seven instructional periods, lunch, and extended day. EWSIS has ELA and Math ICT classes and SETSS small group instructional periods. Depending on the IEP, an ELL-SWD could be in five general education instructional periods with non-disabled peers.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

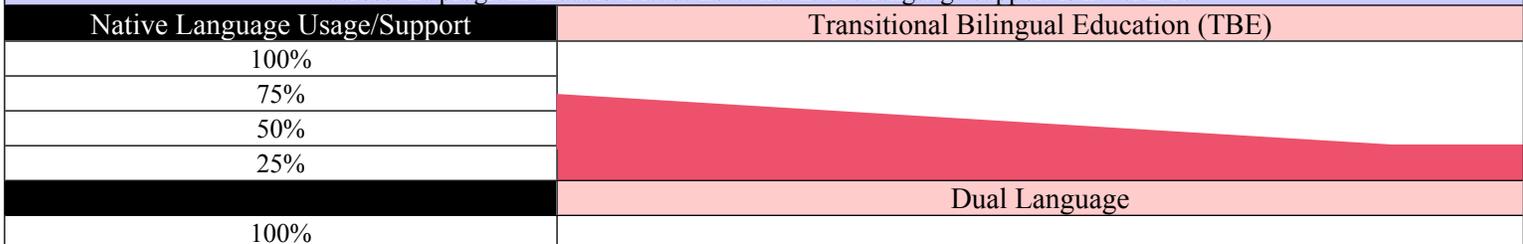
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. This school year, we are considering adopting RIGOR. This program supports the students for whom reading in English has been a challenge. Many of these students read at a low elementary level. EWSIS uses the Heinle Milestone intervention program with our struggling beginning and intermediate level ELLs as a literacy intervention conducted during AIS and extended day classes. We use RTI Tier 1 and Tier 2 interventions in ELA, math, science, and social studies. Tier 3 interventions are provided during AIS and extended day; at this time, the school uses the Heinle program mentioned above.

9. Transitional support is provided in specific classes, for example Transitional ESL Support, for students who have reached proficiency. This support targets academic reading and writing skills that students need to be successful in college. All former ELLs receive two years of testing accommodations from the date of testing proficient on the NYSESLAT; they are provided extended time and use of word for word bilingual glossaries/dictionaries.

10. We have added two new classes to support our transitional ELLs, one on the middle school and one on the high school level. We are considering the addition of one to two English language support classes specifically for our 11th and 12th grade ELLs that focus on oral fluency and college-level writing.

11. The school has not discontinued any programs. The school continues to build and add programs to support ELLs at EWSIS.

12. After school programs are open to all students, and special attention is given to informing and encouraging ELLs to join after school programs and activities. EWSIS has the following curricular and extracurricular programs: Literacy lab, CHAMPS, high school sports teams (eg- soccer), middle school and high school dancing club, the Korean popular dance club, Model UN, student government, and the OST after school program at I.S. 237. During the Spring semester, EWSIS offers its ELLs content-specific after school small group instruction: math ELL tutoring, science ELL tutoring, English ELL tutoring, and History ELL tutoring.

13. The school uses a variety of instructional materials and is in the process of expanding its resources. A big area of growth this year is to continue to build a leveled fiction and nonfiction library that meets the reading levels of ELLs across the school. The school is slowly building content resource materials so that students with beginning level English proficiency are still exposed to the same content material just on levels that are more accessible and in formats easier to follow.

14. Native language support is developing at EWSIS. The school offers the Asian languages: Chinese, Japanese, and Korean, and students with these first language have the opportunity to continue their language. The school at this time does not have a Spanish language program or any other languages. The school is adding bilingual books to their ESL leveled library as one way to furnish students with books and support them in continuing to read in their first language.

15. All services and resources correspond to ELLs' ages and grade levels. All materials and resources used with and by ELLs are secondary school level appropriate, eg- high interest, low reading level, and students are provided instructions and content learning that is on their grade level and age appropriate.

16. EWSIS has a summer bridge program to which all new students are invited. Summer bridge is both social and academic, and supports students in learning about each other, the school, transitioning from one level of schooling to the next, and being exposed to the unique language offerings of the school.

17. EWSIS students can take Chinese, Japanese, and Korean as a foreign language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. All staff - administrators, guidance counselors, pedagoges - at EWSIS receive professional development regarding meeting the needs of all students including ELLs monthly during regularly scheduled staff meetings. ESL teachers receive professional development once a week in their ESL Department meeting, and department chairs receive professional development on ELLs quarterly. EWSIS also has an ELL inquiry team, called TEAM ELL, which is a two part professional learning community: weekly professional development as a team and weekly one-on-one coaching. TEAM ELL is comprised of content area teachers and is facilitated by the ESL Coach. During the school year, ELL workshops will be offered to all content teachers during "Lunch and Learns" and after school. The school's assistant principals receive professional development from our CFN, New Visions LDF, and their principal's coach.

Support staff - paraprofessionals, secretaries, and community assistants/associates will be provided with ELL training three times a year. These trainings will include an overview of the EPIC Guide and individuals' responsibilities as per communication regarding ELLs and their families, as well as cover general support for our ELLs and their families. EWSIS does not have a parent coordinator.

2. Our Guidance Department provides professional development on transitions: elementary to middle and middle to high as we are a 6-12 school. During Advisory periods, guidance counselors support the academic program in terms of transitional expectations and descriptions of what the next level of schooling will be like. Summer Bridge Program supports our 8th graders going to 9th grade. This program provides team building and social-emotional support activities for transitioning to the high school level. Staff is provided with professional development prior to Summer Bridge that entails understanding the developmental and physical changes that children are going through at this transitional stage of schooling. The specific needs of ELLs: language acquisition, cultural acclimation, and schooling adjustment is given direct attention during the professional development.

Our guidance counselors will be attending professional development to strengthen the support of ELLs at both the middle and high school levels in the following areas: social-emotional support for ELLs who are new to both the grade level and school environment; college application process for ELLs; Regents' preparation; sensitivity training to the needs of new immigrant students; ELL acclimation from elementary to middle school; overcoming the linguistic challenges of providing counseling services to ELLs.

Currently, we do not have a parent coordinator on staff - as a 6-12 secondary school we are not mandated to have a parent coordinator.

3. All staff receives 45 minutes of professional development every month, plus a minimum of 2 hours of professional development focused on ELLs learning needs during whole school professional development days: Election Day and Chancellor's Day. All professional development agendas, attendance sign-in sheets, and PD materials are maintained in the assistant principal's and staff developer's files. Our school posts professional development resources for ELLs on our school's website. Our 7.5 hours of required ELL PD is covered by: our school's Professional Development Monthly Meetings, Election Day PD and Chancellor's Day PD.

E. Parental Involvement

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

Paste response to questions 1-4 here

The school has a strong PTA that is very involved in all aspects of the school and student learning. Meetings take place on the first Saturday of each month. Turn out is very good with approximately 40-50 families attending. Parent workshops are offered monthly and follow the PTA Meeting on Saturdays. One member of the PTA is part of the Principal's cabinet which meets every Monday morning. Parent voice is a vital component of the school, and parents are very involved. PTA collaborates closely with the school to put on many annual school events such as Culture Night, The Talent School, Diversity Day, graduation ceremonies, etc. The school has a Community Associate to work with the PTA and the school community in supporting parents and their needs. The school has a parent handbook which is distributed to families at the beginning of the year. Parent volunteers work with the school staff. One Chinese-speaking parent, volunteers two days a week and works with our bilingual school aide to send out translated school information by phone, mail, and School Messenger.

Translation services are provided at each PTA meeting which ensures that parents of ELLs understand the information and discussion at the meetings and workshops. ARIS, financial aide, Skedula and PupilPath workshops are provided to parents following the PTA meeting, and parents of ELLs are encouraged to come by automated, translated invitations and are provided with translation services. With the support of Ms. Reichert, ESL/BESIS Teacher, translated letters are sent home to all ELL families requesting that they specify if translation or interpretation services are needed; that information is logged on a school-wide google doc indicating what ELL parents need so that they can participate in school meetings and events as well as phone conferences.

Staff reaches out to our ELL parents to encourage their children's attendance in special, ELL-related tutoring after school for science and mathematics. Phone calls in the parents first language are made to parents regarding their child's progress and parents are invited to come to the school for conferences, meetings, and special events.

Currently the school is looking for partnership opportunities that will broaden opportunities for parents and expand the school resources for outreach and support to its families.

Parents' needs are determined by surveys distributed by the PTA and school personnel. During PTA meetings, parents needs are heard through open forums and parents are encouraged to contact the school and its staff by email and phone whenever they have questions or ideas for how the school can support them and their fellow parents.

The school's parent workshops support parents in requested areas such as health care information, tax information, college preparation and application procedures, graduation requirements and Regents Exam information, and the like.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								3	2	10	2	1	0	18
Intermediate(I)							2	2	2	4	4	7	8	29
Advanced (A)							7	8	3	4	8	5	2	37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	9	13	7	18	14	13	10	84

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		4	0
Integrated Algebra		19		16
Geometry		2		2
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	10	1	10
Living Environment	1	14	1	10
Physics				
Global History and Geography	2	11	1	8
US History and Government	2	9	2	8
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

aste response to questions 1-6 here

1. The ESL Department teachers assess literacy skills of our ELLs with the Performance Series, TCRWP Assessments, and textbook specific assessments. We currently use the Performance Series and the Acuity results to assist us in evaluating literacy skills. The data clearly shows that a number of our ELLs are struggling with reading. The school is working hard to support its staff in developing differentiation instruction that supports all ELLs from those that are newcomers and at the beginning level of proficiency to those who have tested proficient on the NYSESLAT and receive transitional support.

2. Data from the LAB-R shows that some students performed higher on the test than they are able to in class. Based on this data, we have adjusted a few students' programs so that they are receiving additional support either more classes or extended day support. In contrast, some students who scored at the beginning level on the LAB-R and NYSESLAT are capable of higher proficiency level work in class, and teachers are differentiating accordingly. Data shows that a few of our students at the beginning level of proficiency on the NYSESLAT moved up one or two proficiency levels and were scheduled accordingly. Their true level is lower than other students at that proficiency level. A number of our students need intense support in academic English: reading and writing at the high school level. Some of our ELLs scored higher than their proficiency level; when using English in speaking and writing English in an authentic situation, they are not able to perform novel tasks. We are providing these students with additional support with AIS or extended day periods.

3. How students have scored on the NYSESLAT combined modalities is supporting our work in content areas to increase comprehension and develop oral language skills. The school's great challenge is to meet the needs of its newest entrants who are at the earliest stages of language acquisition and those students who have been in the country between 3-4 years and who have plateaued at the high beginner/low intermediate level and struggle in content classes. The majority of our ELLs need support in reading and writing. In addition to the ESL curriculum, ELLs may also be receiving AIS and/or extended day classes to support their development in these modality areas.

4. a. Regents results have shown that ELLs do better with Native Language translated versions than in English. We have a small group of ELLs who take the Regents exams only in English because the tests are not translated in their home language. These students are passing the Regents in English. In terms of the English Regents, our ELLs who are passing are those who have been supported specifically with a focus on reading and writing, and whose reading/writing modality proficiency levels are Advanced. A number of these students also tested out on the 2011 NYSESLAT.

b. To date we have not administered the ELL Periodic Assessments. Our ELLs take the periodic assessments with their grade level peers and are provided test accommodation of extended time.

c. ELL scores on Periodic Assessments are generally lower than their grade level peers. As a result of our analysis of these scores, teachers are providing extra support to many of our ELLs during the day in AIS classes, study skills classes, and also during extended day. In many of these classes, the teacher speaks the language of the students and is able to provide bilingual support. We are learning that our ELLs require more focused support in taking these types of exams, specifically how to read and understand the questions being asked.

5. N/A

6. As the school shifts to the Common Core and the workshop model, the process of evaluation will require development and monitoring

for effectiveness. For basic evaluation of student growth over time, pre- and post- assessment using the Performance Series will give the school an idea if reading levels are increasing. Proper evaluation of the program will include assessments in all four modalities, student and teacher evaluations, and all State assessment results including the ELA Exam, NYSESLAT, and the ELA Regents.

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: East-West School of Internatio

School DBN: 25Q281

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ben Sherman	Principal		
Paul Seo	Assistant Principal		
	Parent Coordinator		
Holly Reichert	ESL Teacher		
	Parent		
Amit Bahl	Teacher/Subject Area		
Melanie Katz	Teacher/Subject Area		
Holly Reichert	Coach		
	Coach		
Carlos Diaz	Guidance Counselor		
	Network Leader		
Su Jen Hu	Other <u>Community Assistant</u>		
Boer Chen	Other <u>ESL/Chinese Teacher</u>		
Jounghye Rhi	Other <u>ESL/Korean Teacher</u>		
David Bantz	Other <u>Japanese Teacher</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q281 **School Name:** East-West School of International S

Cluster: DSSI Cluster 05 **Network:** New Visions

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.

All new ELL parents and returning ELL parents are surveyed at the beginning of each year or at the time their child starts at EWSIS. The parent's primary language of communication is recorded on a spreadsheet that is posted on google docs. This document is updated periodically as new parents of ELLs are surveyed. The data recorded on this document is used to provide the required language translation and oral interpretation services for all oral and written communication as well as face-to-face meetings and workshops in which oral interpretation is also needed.

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 findings from our needs assessment survey are as follows: 57 Chinese-speaking parents require both written translation and oral interpretation, 45 parents require only oral interpretation; and 25 Spanish-speaking parents require both written translation and oral interpretation services. Less than 1% of EWSIS parents speak a language other than Chinese or Spanish.

Our survey results show that the majority of our ELL parents require both written translation of school-related materials as well as oral interpretation services when receiving a phone call, at a face-to-face meeting, and at all school conferences and events. Our school's goggle document contains the ELL parent translation and interpretation data, and this spreadsheet is accessible by all staff. Staff knows which parents need translated materials and in what language, as well as oral interpretation for conversations and in-person meetings. This data is also shared regularly at cabinet meetings and PTA meetings so that the school is always aware of how to best meet the needs of the school's ELL parents. Reviewing this data serves the school leadership team in making sound decisions about what needs to be provided to parents.

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.

EWSIS translates all school letters and report cards into Chinese and Spanish; utilizes all online translated school letters in all languages available and which are needed as per our school parent language survey. With the use of the language survey google doc, school staff plans ahead for outgoing mailings and all school-related instances when written materials need to go home to an ELL parent. Our school's bilingual staff is aware of and plans for written translation of materials as the year progresses. Written translation of school-based letters are done by school staff and parent volunteers.

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

All phone conversations and official school meetings, such as an IEP meeting, discipline meeting, etc., are scheduled by school staff and translation services are organized as per the parent's needs. For example, when a teacher needs to contact a parent that needs oral translation, that teacher schedules a phone conversation with the bilingual staff member who does oral translation in that language. When an IEP meeting is scheduled, the bilingual staff member who provides oral translation in that parent's language to also scheduled to attend the meeting and provide the service. Our school utilizes school staff and parent volunteers for oral interpretation services.

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>.

Translated versions of the Bill of Parents Rights and Responsibilities and the Citywide Discipline Code are available on our schools websites under the Parent Link. There are various school signs in all offices indicating parents' rights for translation and interpretation services and who to contact for their needs. We are in the process of creating a hanging display of all DOE translated materials for parents in all the major languages represented by our school population.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: East-West School of Internatio	DBN: 25Q281
Cluster Leader: Pedro De La Cruz	Network Leader: Derek Jones
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school day
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III supplemental program at EWSIS supports ELLs in both the middle and high school level. The purpose of the support is to extend the opportunity to learn English in a small group and on Saturdays, focused on specific areas of needs such as content learning and Regents preparation.

1. We hired one certified ESL teacher, for a total of three certified ESL teachers, in order to reduce class size and to provide push in services. The push in service will allow for two teachers to be present in the classroom at the same time, further improving the teacher-student ratio. The teacher-student will go from 1:26 to 1:20.
2. The students being served will include 6-12 English language learners.
3. A teacher's schedule will allow for twenty-five ELL periods per week for the duration of the school year. Additionally, the teacher's C6 periods (four periods per week) will be used to help three high school ESL students prepare for the NYS English Regents Examination.
4. Language of instruction will be English.
5. We will purchase supplementary materials to differentiate instruction for ELLs.

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:

1. Title III funds will be used for professional development. Teachers will receive outside professional development including participation in the New York City Writing Project. Teachers participating in the school's ELL-focused professional learning community will continue to develop their knowledge and skills in meeting the scaffolding and vocabulary needs of ELLs.

2. Topics to be covered include:

- Explore CCLS-aligned, student-centered writing across the school day
- Develop and practice strategies to assess CCLS-aligned student work
- Identify and enhance strengths in their practice
- Learn to create and to facilitate professional workshops

Part C: Professional Development

Fellows will be supported in their schools through site visits by NYCWP facilitators

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: The school plans to engage ELL parents in a number of outreach activities. We conducted a middle school telephone survey to over 250 families. After analyzing the data, we learned that in order to participate more actively in the academic growth of their children, the parents of English language learners needed more support and translation services in specific areas.

2. Biweekly parent ELL workshops for native Spanish and native Chinese speakers began in February 2012. We will continue these parent ELL workshops on a monthly basis in 2013.

3. We analyzed the findings of our telephone survey and created specific topics to increase parent engagement led by facilitators who spoke in the parent's native language:
Parents will learn how to use the school's website and to use our email system to communicate with their child's teacher. (November)

Facilitators will work with parents to design a New York State test study plan with their child. (December)

Parents will learn how to navigate the DoE website and the DoE school calendar. (January)

Parent interest surveys will be distributed and based on the results of the survey, a parent-generated topic will be discussed. (February)

Parents will learn to make the most out of parent teacher conferences (March)

Parents will learn how to use Pupil Path to access their child's grades and homework assignments (April)

Parents will learn about the requirements for graduation and how to keep their child on track. (May)

4. Providers: Mala Panday (AP); Su Jen Hu (Chinese language facilitator); Maggie Torres (Spanish language facilitator).

5. Parents will be notified of these activities by telephone in their language on a weekly basis.

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.
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Part E: Budget

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

Allocation Amount: \$

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