



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: _____ JOSEPH O. LOREATN SCHOOL OF CREATIVE ARTS _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 12X102 _____

PRINCIPAL: _____ TANYUA TREZEVANTTE _____

EMAIL: _____ TTREZEVANTTE@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ MYRNA RODRIGUEZ _____

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
Tanyua Trezevantte	*Principal	
Ernest Forrester	*UFT Chapter Leader or Designee	
Grisell Vazquez	*PA/PTA President or Designated Co-President	
Barbara Garcia	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Niurka Guillen	Member/Parent	
Patricia Guerra	Member/Parent	
Jennissa Carela	Member/Parent	
Dominga Torres	Member/Parent	
Marie Morales	Member/Teacher	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, 40% of students will perform at levels 3 and 4 in English Language Arts.

Comprehensive needs assessment

Based on the results of the New York English Language Arts Exam, 29% of the entire school population performed at or above grade level. In grade 3, 33% of the students performed at or above grade level. In grade 4, 25% of the students performed at or above grade level. In 2013, our goal is to compare each cohort to itself, and have at least 40% of each grade perform at or above grade level.

Instructional strategies/activities

a) Strategies/activities that encompass the needs of identified student subgroups:

In order to attain this goal, we will use formative and summative assessments to help student make gains in English Language Arts. All students will be given a reading baseline (DRA). Data Specialist will disaggregate the data and provide the school with class, grade and school results. The data from these results will be used to inform instruction. Throughout the school year (September - June) students will be assessed formatively on targeted skills. Students will also completed 2 tasks in both English Language Arts and participate in the Fall and Spring Acuity Benchmark assessments. The data from these tasks will be disaggregated, providing teachers with current information regarding the progress of students. This data will be used to inform daily instructional practices.

After students have completed both the Fall and Spring Acuity Benchmark assessment, the results of both tests post test will be compared in order to monitor students' progress by class, grade and school.

All teachers will use the data from formative and summative assessments to inform instruction. Teachers will also meet with the data specialist/coach periodically during planning periods to discuss trending areas of concern and provide professional development.

b) Key personnel and other resources used to implement these strategies/activities:

Teachers, staff developers and school leaders will work collaboratively to develop units of study based on the Lucy Calkins Common Core Reading and Writing Workshop. All classroom teachers will complete the task with their students.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers will meet bi-monthly in grade-level teams to assess student work using the five-point scoring rubric and plan targeted skill lessons that support student development. Although they will be examining all student data, grade teams will look more closely at ELL data with the assistance of the Resource Specialist from Fordham University RBE-RN. In addition, professional development will be provided periodically with a focus on identified needs.

d) Timeline for implementation:

This process will be continuous throughout the 2012-2013 academic school year.

Strategies to increase parental involvement

- We will provide materials and training in ELA to help parents work with their children to improve their reading and writing ability.
- Our Parent Coordinator will work as a liaison to foster a home-school partnership to ensure that parents can effectively support and monitor their child's progress by participation in academic workshops and at times providing resources to facilitate this endeavor.
- We will provide assistance to parents in understanding City, State and Federal standards and assessments

- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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. Some of these opportunities include: Common Core Standards, ARIS Access & Resources, and Test Taking Tips. Further workshops will be provided according to need and requests of parents.

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

If other is selected describe here:

- Fair Student Funding (PS, OTPS)

Service and program coordination

- Title I School-wide programming
- Title I Supplemental Education Services (SES)
- Title III Language Instruction for Limited English Proficient and Immigrant Students

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- There will be a 25% reduction in the number of total suspensions and referrals in the 2012 – 2013 school year in comparison to the 2011 – 2012 school year, as evidenced by the Suspension Summary Report found on the Online Occurrence Reporting System (OORS), by developing the staff's ability to utilize Positive Behavior Interventions and Supports (PBIS) to promote a safe, nurturing, and positive school learning environment that prevents disciplinary problems and fosters the core values of respect, responsibility, and academic excellent. This is directly related to Danielson's competency 2d Managing Student Behavior.

Comprehensive needs assessment

- Data retrieved from OORS indicated that many of the occurrences in the 2011-2012 school year took place in the classroom or cafeteria, resulting in reduced classroom instruction as observed and recorded by administration.

Instructional strategies/activities

PBIS is a systems approach to establishing the social culture and behavioral supports needed for all students to achieve both social and academic success. PBIS is an approach that defines core elements that can be achieved through a variety of strategies.

- a) **Strategies/activities that encompass the needs of identified student subgroups:** Strategies and activities that encompass the needs of all of our students will include Primary Tier core elements, which include:
 - Defining behavioral expectations
 - Teaching the defined behavioral expectations
 - Creating reward system for appropriate behavior
 - Developing a continuum of consequences for problem behavior
 - Continuous collection and use of data for decision-making
- b) **Key personnel and other resources used to implement these strategies/activities:**
 - The PBIS Team will develop and implement a professional development series of basic training to provide systems to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student-specific discipline plans. Materials utilized will include daily behavior sheets for targeted students and class-specific token system.
- c) **Steps taken to include teachers in the decision-making regarding the use of assessments to evaluate the effectiveness of the strategies/activities:**
 - On-going professional development will be provided to address identified needs.
- e) **Timeline for implementation:**
 - This process will be continuous throughout the 2012-2013 academic school year.

Strategies to increase parental involvement

- We will provide materials and training to help parents work with their children to improve social culture awareness and character development.
- Our Parent Coordinator will work as a liaison to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's receptiveness.
- We will provide assistance to parents in understanding Citywide Standards of Intervention and Discipline Measures.

- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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.

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

If other is selected describe here:

- Fair Student Funding (PS, OTPS)

Service and program coordination

The following NCLB supported programs are being coordinated with the instructional strategies and activities to achieve our goal:

- Title I School-wide programming

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, 35% of students will perform at levels 3 and 4 in Math.

Comprehensive needs assessment

Based on the results of the New York Mathematics Exam, 30% of the entire school population performed at or above grade level. In grade 3, 27% of the students performed at or above grade level. In grade 4, 34% of the students performed at or above grade level. In 2013, our goal is to compare each cohort to itself, and have at least 35% of each grade perform at or above grade level.

Instructional strategies/activities

a) Strategies/activities that encompass the needs of identified student subgroups:

In order to attain this goal, we will use formative and summative assessments to help student make gains in Mathematics. All students will be given the Acuity Math Baseline. Data Specialist will disaggregate the data and provide the school with class, grade and school results. The data from these results will be used to inform instruction. Throughout the school year (September - June) students will be assessed formatively on targeted skills. Students will also completed 2 tasks in Math and participate in the Fall and Spring Acuity Benchmark assessments. The data from these tasks will be disaggregated, providing teachers with current information regarding the progress of students. This data will be used to inform daily instructional practices.

After students have completed both the Fall and Spring Acuity Benchmark assessment, the results of both tests post test will be compared in order to monitor students' progress by class, grade and school.

All teachers will use the data from formative and summative assessments to inform instruction. Teachers will also meet with the data specialist/coach periodically during planning periods to discuss trending areas of concern and provide professional development.

b) Staff and other resources used to implement these strategies/activities:

Teachers, staff developers and school leaders will work collaboratively to enhance unit lessons from the Everyday Mathematics curriculum utilizing the guidance provided by the NYCDOE website, along with the resources on the Common Core Library.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers will meet bi-monthly in grade-level teams to assess student work using the five-point scoring rubric and plan targeted skill lessons that support student development. Although they will be examining all student data, grade teams will look more closely at ELL and special education data. In addition, professional development will be provided periodically with a focus on identified needs.

d) Timeline for implementation:

This process will be continuous throughout the 2012-2013 academic school year.

Strategies to increase parental involvement

- We will provide training to help parents work with their children to improve their achievement level.
- Our Parent Coordinator will work as a liaison to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- We will provide assistance to parents in understanding City, State and Federal standards and assessments. Some of these opportunities include:

Common Core Standards, ARIS Access & Resources, and Test Taking Tips. Further workshops will be provided according to need and requests of parents.

- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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. Some of these opportunities include: Common Core Standards, ARIS Access & Resources, and Test Taking Tips. Further workshops will be provided according to need and requests of parents.

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

If other is selected describe here:

- Fair Student Funding (PS, OTPS)

Service and program coordination

The following NCLB supported programs are being coordinated with the instructional strategies and activities to achieve our goal:

- Title I School-wide programming
- Title I Supplemental Education Services (SES)
- Title III Language Instruction for Limited English Proficient and Immigrant Students

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Teachers will strengthen the common language and understanding of what quality teaching looks like by deepening their comprehension of Charlotte Danielson's *Framework for Teaching*.

School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.

Comprehensive needs assessment

- In response to the NYC Instructional Expectations for 2012-2013, we will be focusing on strengthening Teacher practice by improving teacher effectiveness utilizing the tools prescribed in the Charlotte Danielson's Framework. To include the following competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d).
- The NYCDOE has research that supposes the theory that teachers have a greater impact on student success than any other school factor.
- In order to meet the rigorous demand of the Common Core Learning Standards teachers will need to integrate new higher standards.

Instructional strategies/activities

- a) **Strategies/activities that encompass the needs of identified student subgroups:** Strategies and activities that encompass the needs of all teachers will include, but are not limited to building teacher development skills by providing constructive feedback utilizing the rubrics provided for each domain of the Charlotte Danielson Framework for Effective Teaching, providing that feedback in a timely manner and deeper understanding of the Danielson Competencies in a series of professional development workshops.
- b) **Staff and other resources used to implement these strategies/activities:** Teachers, staff developers and school leaders will be supported in utilizing ARIS Learn to self-assess and develop a differentiated, customized learning plan to support their own professional growth on the Danielson continuum.
- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers will create individual professional development plans with delineated steps for progress and movement to the next level within the continuum through the ARIS Learn module. They will participate in self-assessments on selected components of a research-based rubric. Ultimately, the NYC School Survey will reflect that least a 60% of teachers agree that they were given regular feedback about their teaching from either a coach or school leader for the 2012 – 2013 school year.
- d) **Timeline for implementation:** This process will be continuous throughout the 2012-2013 academic school year.

Strategies to increase parental involvement

- We will provide materials and training to help parents to better understand what the expectation is for each teacher and how it will improve overall student and school using the performance utilizing Danielson's rubric during professional development
- Our Parent Coordinator will work as a liaison to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress during this ongoing process
- We will provide assistance to parents in understanding City, State and Federal standards and assessments as is related to the new teacher effectiveness criteria
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

- We will provide 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;

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

The following NCLB supported programs are being coordinated with the instructional strategies and activities to achieve our goal:

- Title I School-wide programming

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	Reading skills with a focus on reading comprehension, fluency, vocabulary, phonics, sight words, writing activities, and games Program materials include: <i>Targeted Reading Intervention Program, Crosswalk Coach, Finishline, NYReady</i>	Push-In AIS Small group instruction 1:1	During the school day Extended day Saturday Academy
Mathematics	Targeted Mathematics Intervention Program: math skills with a focus on problem solving, vocabulary, use of manipulatives, and games Program materials include: <i>Targeted Reading Intervention Program, Crosswalk Coach, Finishline, NYReady</i>	Push-In AIS Small group instruction 1:1	During the school day Extended day Saturday Academy
Science	Classroom labs, skill-based instruction, problem-solving strategies Program materials include” <i>Options Comprehensive Science</i>	Small group instruction	During the school day Saturday Academy (Gr.4)
Social Studies	Reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention, peer-mediation, conflict resolution	Small group instruction 1:1 Social and Emotional supports are provided confidentially.	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity
- We will provide continuous professional development and support to increase skills in methods on how to teach students with disabilities and ELLs
- Support and train teachers in utilizing ARIS Learn to create a customized learning plan to facilitate in their own professional growth

Some titles include:

- Becoming familiar with the Citywide expectations
- How to align units of study/lesson plans to the Common Core Standards
- Improving lesson plan through language and content objectives
- Supporting students as independent reader through organized classroom libraries
- Understanding Annual Measurable Achievable Objectives (AMMOs)
- Understanding PBIS behavioral expectations
- Looking at students currently thinking and surfacing gapping
- Taking a closer look at testing administration
- 2013 Test Format for ELA and Math
- Looking at students data to improve instruction and student achievement
- Supporting the inquiry team work through collaboration

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- establishing a Parent Resource Area; instructional materials for 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 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;
- 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;
- 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;
- participate in and request training offered by the school or district in order to learn more about strategies that will assist in my child's learning whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups;
- 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazo	District 12	Borough Bronx	School Number 102
School Name Joseph O. Loretan			

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

Principal Tanyua Trezevantte	Assistant Principal
Coach Diane Tureski	Coach
ESL Teacher Mr. Thomas Hutchinson	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Ms. Gladys Garcia
Related Service Provider	Other Mrs. Fernandez, Data Sp.
Network Leader	Other Ms. Morales, ELL Coordinator

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	446	Total Number of ELLs	127	ELLs as share of total student population (%)	28.48%
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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. 

ELL Identification Process:

CS102 has an enrollment of 446 students, in grades 3 through 5, of which English Language Learners (ELLs) comprise 127 students or 28.48% of the student population. There are currently six certified bilingual teachers of which three are classroom teachers and one is a certified Native Language Arts teacher. Additionally, we have one certified special education with a bilingual extension. Also there are two certified English as a Second Language (ESL) teachers.

At enrollment, the Pupil Accounting Secretary will contact the Bilingual certified ELL Coordinator to conduct the initial screening procedure at registration of all newly admitted students to the New York City Public School system.

The ELL Coordinator, Ms. Morales will administer the Home Language Identification Survey (HLIS) and conduct an informal interview in both English and in the native language with parent and child if the home language is Spanish. The Translation Unit will be contacted via phone for other native language assistance. Other non pedagogue personnel have been identified to provide translation in Bengali if needed. Following the interview and analyzing the information provided in the HLIS, the Language Assessment Battery Revised (LAB-R) is administered by the certified ELL Coordinator or a certified ESL teacher. If the home language is Spanish, the Spanish Language Assessment Battery (LAB) will be administered by a certified licensed native speaking pedagogue. This process will be completed within 10 school days of the child's entry into a New York City public school as per NYS regulation.

All ELLs in our school will be given the NYSESLAT annually in accordance with state guidelines. NYSESLAT parent information letters are sent home with students notifying parents of the upcoming exam. Ms. Morales, the ELL Coordinator runs the NYSESLAT Exam History Report in the Automate the Schools (ATS) computer system to determine NYSESLAT eligibility. English Language Learner (ELL) student lists are provided to Mr. Thomas Hutchinson and Mr. Victor Rodriguez, the certified ESL teachers, to administer the speaking portion of the NYSESLAT within the designated testing time frame given by the New York State Education Department. School administrators, along with the ELL Coordinator, determine the dates for the listening, reading and writing modalities given within the NY state testing time frame. Ms. Morales creates a testing schedule where all ELL students are accounted for and tested within grade bans. Students with an Individual Education Plan (IEP) are provided with testing accommodations specified in their IEP. In addition, a NYSESLAT testing procedure workshop is given to teachers and all personnel involved in the administration of the NYSESLAT. A checklist is created to closely monitor that all ELL students are tested within all NYSESLAT modalities. Those students who were absent during the initial testing dates are scheduled to make up the exam. Student data taken from NYSESLAT, Pearson's ELL Periodic Assessment, as well as Acuity, is disseminated as soon as it is available so that pedagogues can utilize the information to plan, group, drive, and differentiate instruction. This also aids in evaluating and determining which students are considered long term ELLs and are in need of academic intervention services.

Entitlement letters are sent home by the ELL Coordinator with students to parents in English or in their native language, notifying them

of their child's LAB-R score. Additionally, telephone calls are made. A copy of the Entitlement letter is maintained in the ELL Parent Binder. In the letters, parents are invited to a parent orientation conducted by the ELL Coordinator. This orientation is offered during the school day. Parents view the informational video provided by the Office of English Language Learners that explains the three program choices available: Transitional Bilingual, Dual Language, and Freestanding ESL. Additional information and clarification is provided in Spanish by the ELL Coordinator. Translation services will be provided in Bengali by our non pedagogue staff, or the Interpretation Unit is contacted for other languages. Additionally, translated versions of the Parent Survey, Program Selection Forms and ELL Parent Brochures are provided to the parents. The ELL Coordinator provides the HLIS, the LAB-R, and Spanish LAB scores to aid the parent in choosing the best ELL program to fit the needs of the student. These forms are completed and collected at the end of the parent orientation. Immediately thereafter, students are placed in the selected Transitional Bilingual Education (TBE) or ESL program. The ELL Coordinator sends home placement letters with the students in their native language. All native language letters including placement letters are downloaded from the NYCDOE website in the require language. If the ELL Coordinator meets with the parent individually, a placement letter will be given to the parent the same day, but after a program choice has been made. Translation services are provided on site by the ELL Coordinator (Spanish) or the Interpretation Unit. This process is completed within 10 school days of initial enrollment. The original copy of the Home Language Survey Form, Program Selection Form and copies of the Placement and Entitlement letters are placed in the student's cumulative record. Copies are made of the forms and letters. They are placed in the ELL Parent Binder by grade and are secured in the ELL Coordinator's office. If a parent was unable to attend the orientation, the ELL Coordinator will contact parents via phone and schedule an informational meeting. This is to ensure that parents are informed of ELL programs and have the opportunity to choose a program and complete the program selection form. The parents are also informed that if a program selection form is not submitted, the default program for their child will be the TBE program. When a transfer student is admitted into our school, the ELL Coordinator immediately verifies the student's exam history as well as the Bilingual Education Student Information Survey (BESIS) program participation in Automate the School system (ATS) so that the student can continue in the appropriate ELL program.

According to parent surveys reviewed in academic years 2008-2010 for grades K through 5, parental choice has tended to favor the ESL program in kindergarten. However, for the academic year 2010-2011 for grades K through 5, parental choice increased for the TBE program. This resulted in a more or less equalization of the two programs. The TBE program was mostly favored by the parents of students who are new to the country or by parents who wished for their child to maintain their native language. A noticeable trend in the subsequent years was that parents opted their child from the TBE program into the Freestanding English as a Second Language Program.

In the 2009-2010 school year, of the 34 newly admitted ELL students, 13 were placed in a Spanish TBE program. The remaining 21 students were placed in an ESL program. During the 2010-2011 school year, there were 45 newly admitted ELL students in General Education. 26 were placed in a TBE program and 19 were placed in an ESL program. We had a new Bilingual Special Education kindergarten class consisting of 9 students. This academic year 2011-2012 the school is in its first year of a three year phase-out. The school now services grades 3 through 5. There were 8 new enrollments. Parental choice for two of the students was TBE, four were placed in the free standing ESL program, one parent preferred a Dual Language program in Bengali. The students were placed in the free standing ESL program since the preferred program is not available and there are not enough students for a Bengali Dual Language program. The parent was provided information on transferring the students to another school that provided the Bengali program.

At the beginning of each school year, program continuation letters are sent home for signatures and returned. These letters are closely monitored by the ELL Coordinator and the classroom teacher. Any letter not returned, are followed up with a phone call and a second letter is sent home. If parents choose to remove their child from the TBE program, they are placed in a freestanding ESL program. The ELL Coordinator and Assistant Principal on the grade explain to parents the effects of a program change.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	27
SIFE	0	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	9

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	26	0	0	15	0	1	4	0	0	45
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	46	0	12	31	0	13	5	0	1	82
Total	72	0	12	46	0	14	9	0	1	127

Number of ELLs in a TBE program who are in alternate placement: 4

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				13	14	18								45
Chinese				0	0	0								0
Russian				0	0	0								0
Bengali				0	0	0								0
Urdu				0	0	0								0
Arabic				0	0	0								0
Haitian				0	0	0								0
French				0	0	0								0
Korean				0	0	0								0
Punjabi				0	0	0								0
Polish				0	0	0								0
Albanian				0	0	0								0
Yiddish				0	0	0								0
Other				0	0	0								0
TOTAL	0	0	0	13	14	18	0	45						

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				20	17	21								58
Chinese				0	0	0								0
Russian				0	0	0								0
Bengali				5	2	7								14
Urdu				0	0	0								0
Arabic				1	2	2								5
Haitian				0	0	0								0
French				0	0	0								0
Korean				0	0	0								0
Punjabi				0	0	0								0
Polish				0	0	0								0
Albanian				0	0	1								1
Other				1	1	2								4
TOTAL	0	0	0	27	22	33	0	82						

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

A. Programming and Scheduling Information

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?

Programming and Scheduling Information

All Bilingual and English as a Second Language programs will be effective by maintaining consistency in content area learning with a focus on literacy and language development. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated Native Language Arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) and content learning standards and the core curriculum. The mandated language instruction for both Native Language Arts and English as a Second Language will comply with Part 154 of the Commissioner's Regulations (CR Part 154).

Students will participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate instruction. Students will participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students will demonstrate their learning through measurable product development, demonstrations, and exhibits. Students will also use technology to enhance the core curriculum and be provided with opportunities for individual practice.

Our Freestanding ESL Program:

Our current Freestanding ESL program consists of one ESL Push-In model per grade. Students are grouped heterogeneously according to grade levels and proficiency levels. The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies. There will be common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students will receive the New York State mandated ESL/ELA allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 minutes of ESL for advanced levels along with 180 minutes of ELA.

CS 102 is actively seeking to fill a vacancy for a certified ESL teacher to service ESL students in fourth grade. Meanwhile, a certified bilingual educator is providing ESL support for these students for two periods per day. The other two certified ESL teachers service students in third and fifth grades.

Our certified ESL teachers will use ESL strategies that will be incorporated/integrated in the content areas. Small group instruction is differentiated through literature to target the different levels of language proficiency. Content area materials used are: Houghton Mifflin Harcourt social studies textbooks, Harcourt textbooks and Foss kits in science and Everyday Math. Content area instruction will be scaffolded and modeled to make the input more comprehensible via visual aids, realia, manipulatives, and other materials using Total Physical Response. Teachers also take into account students' learning styles and multiple intelligences to differentiate in the classroom. Native language support will be provided through use of glossaries as well as students having a peer buddy system. Additionally, students are not discouraged from communicating in their native language with peers who speak the same language.

Our TBE program:

The Transitional Bilingual Program uses the balanced literacy model in Native Language (NL) with intensive support in English with ESL/ELA time allotments. In compliance with NYS regulations, CS 102 has allocated 90 minutes for the Literacy block, in which we

A. Programming and Scheduling Information

strive to provide whole class instruction as well as small group differentiated instruction. NYSESLAT data is used to determine language allocation program models for each Bilingual class. Students will receive the New York State mandated ESL allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 minutes of ESL for advanced levels along with 180 minutes of ELA. Content area instruction will alternate between English and Spanish as per CR Part 154 mandated time allotment.

Content area instruction in social studies and science is provided in English and in Spanish. Students use Houghton Mifflin Harcourt social studies textbooks and Harcourt textbooks and Foss kits in science. Everyday Math is taught in Spanish followed with content vocabulary development in English. ESL content area instruction will be scaffolded and modeled to make the input more comprehensible via visual aids, realia, manipulatives, and other materials with Total Physical Response.

Examen de Lectura en Español (ELE), Evaluación de Lectura 2 (ELD2), and running records, as well as reading and writing student conference notes are used to evaluate students in the native language.

Teachers in both program models will provide explicit skills instruction in a small group setting. This is provided through our focused ESL instruction through content area vocabulary. Both ELLs and Special Education ELLs will be heterogeneously and homogeneously grouped to provide an array of differentiated tasks that will reflect levels of language proficiency and /or activity.

The ESL teacher along with the classroom teacher discusses and plans collaboratively to meet the needs of individual students and/or groups utilizing the RtI model. Differentiation of instruction for SIFE students consists of small group instruction, which includes explicit instruction in an age-appropriate manner of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with the use of high-interest materials. Additionally, various strategies will be utilized to include, but are not limited to activating prior knowledge, providing a print rich environment, hands-on learning so students are physically involved, checking periodically for understanding, use of teacher created materials and assessments, visuals and graphic organizers, as well as building the native language content and literacy instruction in order to develop English proficiency.

ELLs in the United States less than three years (newcomers) will be provided differentiated instruction (Tier 1) using the following strategies:

- Simplified sentence structure
- Give step-by-step directions
- Use of visual and concrete supports
- Picture books and picture dictionaries
- Provide scaffolds and Total Physical Response
- Hands-on activities
- Develop background knowledge
- Use of pattern/predictable books
- Books with pictures cues that correspond to text
- Peer-buddy of the same native language

ELLs receiving services 4 to 6 years will be provided differentiated instruction (Tier 1) using the following strategies:

- Providing a print rich environment
- The introduction of new concepts via essential academic vocabulary using vocabulary journals, word webs, and word walls.
- Providing multiple opportunities for peer-to-peer interactions as they learn content and develop the use of academic language in speaking, listening, reading and writing.
- Using a variety of activities and tasks to check for understanding when completing reading/writing journals, quick-writes, during guided reading, and think-alouds.

Long-Term ELLs receiving services in excess of six (6) years and have not responded to specific Tier 1 instructional strategies will need more intense support. Tier 2 interventions to include small-groups and/or one-on-one tutoring interventions may take place with an AIS teacher as a push-in model. These sessions will vary depending on the intervention plan. The duration of the Tier 2 intervention may also vary depending on the skill being mastered. Differentiated strategies for Long Term ELLs will consist of small group instruction with explicit lessons in reading comprehension strategies, modeling, graphic organizers, think alouds to model comprehension strategies, and

A. Programming and Scheduling Information

daily read alouds.

SIFE, ELLs receiving services 4-6 years, and long term ELLs are invited to participate in an extended day program, as well as Supplemental Educational Services (SES), Academic Intervention Services (AIS) and the Saturday ELL Excellence Academy. These programs are also open to all ELL subgroups from grades 3 through 5.

Newcomers will receive additional social and emotional support by peer buddies, parental involvement, and individualized instruction. They will also participate in AIS and SES programs, an extended day program, and after school Saturday ELL Excellence Academy.

All Special Education students at C.S. 102 are exposed to the same rigorous academic programs and are given both grade level and functional level instruction.

The instructional strategies and grade-level materials used by teachers of ELL-SWD students provide access to academic content areas and accelerate English language development in the 3rd grade via the Core Knowledge program, which expose students to various domains through reading, writing, and listening. Each domain encompasses content area topics to include science, social studies and the arts. The domains allow for accountable talk and academic language development. Core Knowledge is an explicit skills based program, which teaches the English language skills (includes phonics skills, reading fluency, comprehension, and vocabulary).

In the 4th and 5th grades the Lucy Calkins Reading and Writing units of study, which utilize the Balanced Literacy approach is used. By using this model students are afforded several opportunities to utilize classroom libraries, which are leveled and organized by various genres. Students are exposed to grade appropriate literature, which are used as mentoring text. Using literacy skills such as “turn and talk” and pair-share, students have an opportunity to develop and practice oral and academic language. Additionally, during small group instruction teachers utilize the My Sidewalks program to accelerate the reading development of struggling students such as our ELL-SWDs.

In all grades, 3rd – 5th, Science and Social Studies research based curriculum programs by Harcourt and Everyday Math have an embedded ESL/ELL component and differentiation strategies to support ELL-SWDs.

Instructional strategies for all grades include visual aids, realia, manipulatives, Total Physical Response. Teachers also take into account students' learning styles and multiple intelligences to differentiate in the classroom and small group instruction.

C.S. 102 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by providing a rotating cluster schedule to expose all students to art instruction, science experimentation within the classroom, technology and physical education. This flexibility in scheduling has been used to pair general education classes with special needs classes to receive physical education together each week. Teachers provide differentiated instruction to meet the needs of individual students with the use of visuals, auditory and tactile approaches. The materials that are used in content areas are adapted and modified by the teachers to meet the accommodations that are specified in a student’s IEP or 504 plan as well.

To ensure that ELL-SWDs receive all services, the IEP teacher reviews each IEP and compares that data to that of the Projected Register Report. Related Service Providers and ESL teachers are given the opportunity to review each IEP for students requiring mandated services. They then work with other service providers to create schedules to ensure students receive the mandated ESL instructional minutes. Teachers are then required to call the Interactive Voice Response (IVR) system record their first attend dates. Subsequently, service providers record progress in the Special Education Student Information System (SESIS).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

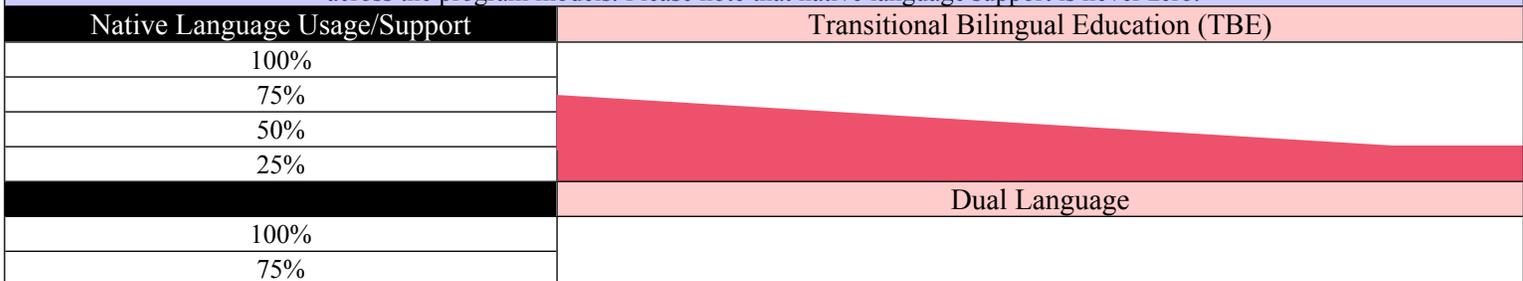
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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?

At risk ELLs in all subgroups as well as those on level 1 or 2 in literacy and math are given small structured group instruction in English through Academic Intervention Services. Consistent progress monitoring is done by a certified teacher. Students will be taught academic vocabulary through explicit teaching of words and word meanings. Comprehension strategies such as making predictions, monitoring understanding, asking questions, visualizing, and making connections to self and other texts will enable them to analyze challenging texts. Reading fluency will be developed through exposure to print, repeated oral readings and corrective feedback. They will also have opportunities to engage in structured academic talk.

ELLs struggling in mathematics will be given explicit instruction in basic math skills and concepts in English through Academic Intervention Services. Math manipulatives and games will promote learning, vocabulary and language. Academic language support in mathematics will be delivered through structured discussions allowing ELLs to explain their thinking and reasoning and to help solve math problems. At risk ELLs will also participate in an extended day program and be offered an opportunity to participate in the after school SES program, and the Saturday ELL Excellence Academy.

Targeted interventions for both Science and Social Studies will mirror those provided during the Literacy block, as prescribed by the new Common Core Learning Standards. Some interventions will include:

- Use of visual and concrete supports
- Hands-on activities during Science lab
- Developing background knowledge
- Peer-buddy of the same native language
- Providing a print rich environment
- Introducing new concepts via essential content specific vocabulary using vocabulary word webs and word walls.

In Bilingual classes content area interventions will be delivered in Spanish.

There will be a transitional plan for students who have achieved proficiency on the NYSESLAT. This plan includes an extended day program, after school tutoring, AIS, and SES components as well as additional support from the ESL teachers. Students also receive test accommodations for two years on content area exams.

This academic year CS 102 will offer a "Newcomers" (Grades 3-5) class within the Saturday ELL Excellence Academy due to an analysis of the intake data of students enrolled since Spring 2011. This class is designed for recent arrivals.

In the next academic year, 2012-2013, CS 102 will discontinue servicing third grade students due to the phase-out of the school.

At CS 102, all ELL students are afforded equal access to all school programs. ELLs will also receive after school tutoring with School Professionals, our in-house SES provider, if parents apply. All students are eligible for these services as we are part of the universal lunch program. All ELL students are invited to participate in one of two Saturday offerings.

Our Saturday ELL Academy is funded by Title III funds. The goal of this Academy is to provide instructional opportunities for ELL students, who are at risk; who have the potential of becoming long-term ELLs; or did not score proficiency on the NYSESLAT.

Our Saturday Success Academy is funded by Title I Success Grant funds. The goal of this Academy is to provide extracurricular support in Reading, Writing, and Math. Additionally, all 4th grade students to include ELLs and Special Education ELL students receive a 40 minute block of Science, in preparation for the NYS exam. Letters are sent home inviting parents to apply to either program; however the ELL Coordinator and the Parent Coordinator work collaboratively to ensure that ELL student apply to the most appropriate program.

Language and literacy development support is delivered through the use of our literacy programs Core Knowledge (Grade 3) and the Lucy Calkins Reading and Writing units of study (Grades 4-5 and 3rd Grade Bilingual). The instructional materials utilized in the content area are: Words Their Way, social studies textbooks by Houghton-Mifflin/Harcourt, Foss/Harcourt kits for science and content area libraries. Support materials such as dictionaries, glossaries and native language glossaries are provided in all programs. Technology has also been incorporated into every classroom. In addition, the language support materials utilized in our ESL program are: Cornerstone (Pearson-Longman), Empire State NYSESLAT test prep, Reading Rods, and teacher created materials. Orchard software has been included for use by ELLs.

Teachers provide opportunities for students to use their native languages when applicable in the classroom. Bilingual classes use Tesoros, a native language arts comprehensive program to supplement native language instruction.

All required support services at CS 102, including resources, are age and grade appropriate.

Before the beginning of the school year, there were no programs in place to assist newly enrolled ELLs. However, we plan to institute a "Newcomers" ESL class as part of the Saturday ELL Academy.

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)?

D. Professional Development and Support for School Staff

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

The Professional Development program at CS 102 will help to provide sensitivity training and knowledge of ESL methodologies, and explore new quality teaching approaches to staff members in order to create a positive environment for our ELL population. A certified ESL/Bilingual staff member will provide comprehensive professional development sessions to all personnel at the school. Possible topics will include:

- Differentiating instruction for ELLs (November 22)
- ELL Instruction and Compliance (December 15, January 12, February 16)
- ESL Strategies and Methodologies (March 15)
- Modeling an ESL lesson (April 12)

Staff will be supported by school leaders and guidance counselor by collaborating with school stakeholders by advocating for programs and services that positively impact student success. They will also develop prevention and intervention services in the areas of personal, social-emotional development, and academic advancement, which are aligned with school counseling ethical standards and school leadership standards for education.

The guidance counselor will receive training in the Student Enrollment Management System (SEMS) to ensure all student data is entered in a timely manner and are applying to middle school that offer the appropriate ELL program.

Teachers must be provided with high-quality, sustained staff development in academic language scaffolding strategies. Specialized personnel will train teachers in ESL strategies, methodologies, and first and second language acquisition. We will provide the 7.5 hours of ELL training as per Jose P. for all common branch teachers, administrators and the Parent Coordinator. Attendance record (signature page) will be maintained in the designated ELL Compliance Binder secured by the ELL Coordinator. Teachers are also encouraged to attend workshops given by the Office of English Language Learners.

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?

CS 102 understands that communication with parents is essential to promote the home-school connection. It is our belief that the school and the home must work together to support the student if the goal of positive student achievement is to be realized. Our program provides parents a variety of opportunities to participate in informational meetings, hands on workshops, and other activities to gain knowledge and skills as they strive toward this goal.

The Parent Coordinator will provide content area workshops for parents that will strengthen that home-school partnership. We participate in outreach services and events with our community councilman. This year we are also working with external resources such as 1on1 Academic Tutors Foundation, Bronx Independent Living Services, and the United Federation of Teachers union to provide workshops and training for parents at no cost to the school. ELL parents are invited to participate in all workshops, where we will provide translation services. The School Leadership Team (SLT) in collaboration with the Parent Coordinator and the Parent Teacher Association (PTA) develop a parent needs survey, which identifies appropriate workshop topics. This year's workshop titles include, but are not limited to:

- ELL Parent Orientation Meetings (As needed)
- Supporting All Learners at Home
- Holiday Ornament Making
- Talking with Youth about Bullying
- Monthly Coffee Hour (Chat & Chew)
- Teaching Organization & Time Management
- Reading & Writing with Your Child

Additional, Saturday Adult ESL and computer classes are offered to all parents of ELLs.

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)				11	10	10								31
Intermediate(I)				18	9	17								44
Advanced (A)				11	17	25								53
Total	0	0	0	40	36	52	0	0	0	0	0	0	0	128

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B				0	4	1							
	I				6	2	3							
	A				14	14	14							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P				14	14	27							
	B				5	8	6							
	I				17	10	16							
	A				12	16	23							
	P				0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	9	2	0	29
4	22	22	3	0	47
5	17	11	3	0	31
6					0
7					0
8					0
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	6	8	11	8	2	1	0	0	36
4	15	1	12	9	6	5	1	1	50
5	4	3	7	12	6	0	0	0	32
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	0	10	5	11	8	2	2	47
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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	1	10	14	20				
Chinese Reading Test								

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

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

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

The NYSESLAT data patterns across proficiency levels for students in grades 3-5 demonstrate an increased number of students at the Advanced level in grades 4 and 5. There were more students at the Intermediate proficiency level in Grade 3.

The NYSESLAT data patterns across modalities indicate that in the Listening/Speaking modality, the majority of students performed within the Advanced and Proficient levels. However, for students in grades 3-5 that fell within the Beginner and Intermediate levels, additional support in these areas will be provided through the use of small group instruction.

In the Reading/Writing modality for grades 3-5, the data revealed that a large number of students performed at the Intermediate and Advanced levels. In order to support the students at the Beginner level and to increase the number of students to the Proficient level, intense instruction in these areas will be provided through the use of small group instruction, center activities, and individual support based on observations and conference notes.

On the NYS Science content area exam, ELLs in the Bilingual program performed higher than those students in the ESL program. On the NYS Math content area exam, third grade students in the ESL program performed slightly higher than those in the Bilingual program. Most students in both programs fell within the level 2 range. Fourth grade ESL students performed slightly higher at levels 2 and 3 than those in the Bilingual program. However, the scores revealed there were more students at level 1 in the ESL program than students in the Bilingual program. Fifth grade bilingual and ESL students performed primarily at level 2. The scores imply that students in both programs need to receive rigorous instruction in comprehending principles, concepts and vocabulary in the content areas.

Literacy skills were assessed using the Evaluacion del Desarrollo de la Lectura 2 (EDL2) in the Bilingual classes. In third grade, of the 13 students that were assessed, none were reading on grade level. For the fourth grade, of the 14 students assessed, the data revealed that none of the students were on grade level. In the fifth grade, of the 18 students assessed, 33% were on or above grade level. The data reveals that there is a need for explicit instruction in Native Language Arts.

Literacy skills in our Freestanding ESL classes were assessed using the Developmental Reading Assessment 2 (DRA2). The data reveals that of the 20 students assessed, in the third grade, 15% of the students were reading on grade level. In the fourth grade, of the 19 students assessed, none were on grade level in reading. In the fifth grade of the 28 students assessed, none were on grade level. This data reveals that students need to receive explicit instruction in understanding concepts, academic language and reading comprehension strategies.

Students in both programs will be invited to participate in after-school programs and the ELL Saturday Academy, along with AIS for extra support.

ELL Periodic Assessment data will be used to drive and differentiate instruction in preparation for the ELA and NYSESLAT. This year we will continue to focus on reading and writing across the content areas.

We evaluate the success of our ELL programs by monitoring the success of our students through the use of ongoing assessments including, but not limited to: Pearson ELL periodic assessment, and the Math/ELA Acuity periodic assessments. Additionally, we assess our students

using the EDL2 or DRA2 for progress monitoring and to differentiate classroom instruction.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Joseph O. Loretan

School DBN: 12x102

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tanyua Trezevantte	Principal		11/20/11
	Assistant Principal		
Gladys Garcia	Parent Coordinator		11/20/11
Thomas Hutchinson	ESL Teacher		11/20/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Diane Tureski	Coach		11/20/11
	Coach		
	Guidance Counselor		
	Network Leader		
Xiomara Fernandez	Other <u>Data Specialist</u>		11/20/11
Marie Morales	Other <u>ELL Coordinator</u>		11/20/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x102 **School Name:** Joseph O. Loretan

Cluster: 6 **Network:** 606

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Surveys, the blue emergency contact cards at initial registration, as well as the ATS Home Language Report (RHLA) we found a need for communication to parents to be disseminated in languages other than English. Many parents need someone to interpret for them in several situations, specifically when parents are meeting with their child's teacher, during school meetings, workshops and home contacts, as well as written communications.

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.

According to our data, we found that the breakdown of languages spoken by parents includes the following numbers: 152 Spanish, 21 Bengali, 5 Arabic, 4 Bambara, 3 Nahuatl, and 2 that speak Twi. We also found one parent for each of the following languages: Albanian, Dejula, Korean and Wolof. Parent letters and messages posted around the school need to be written in parents' native languages. Oral communication, via school visits as well as telephone, need to be addressed. These findings will be shared within our school community during our School Leadership Team meetings. Our parent constituents will turnkey this information at Parent Involvement Activities. This information is also available online in our school's CEP.

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.

We plan to provide written translation of all parent letters. Posted messages such as monthly school calendars, Mission Statements, Discipline Codes, and parent workshop schedules will be written in languages other than English. Written information given at Open House, Orientations, and PTA meetings will also be in the languages common to C S 102. In addition, information about after-school programs and services will be translated by per-session personnel. This will help to encourage parent participation in school activities.

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.

We plan to provide personnel to assist parents during Parent-Teacher meetings, conferences, general parent orientations, PTA meetings and workshops provided by Parents Association and/or school staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel is available in the school. There will be personnel assisting at the front desk as well as in the main office. Additionally, CS 102 will utilize the Department of Education's Language and Interpretation Unit.

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>.

CS 102, Joseph O. Loretan School of Creative Arts, will continue to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The school will ensure that parents in need of translation services will be afforded all opportunities to take advantage of translation services provided at the school site. All information translated by the Department of Education will be available to parents. Parents who do not have a command of the English language will receive school notices in their native language when possible. Where necessary, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Joseph O. Loretan	DBN: 12x102
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 63 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 checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

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 funds will provide supplemental instruction for ELLs during our Saturday ELL Excellence Program. It will target ELLs in the testing grades (4-5) who did not score proficiency in the LAB-R or NYSESLAT. It will provide additional instructional opportunities for ELL students who are at risk or are potential long term ELLs not meeting the mandated improvement nor have acquired language proficiency. Activities will include the use of Literacy and Mathematics. The program will include extensive writing activities to improve student reading and comprehension skills in English.
- This program will be offered to all identified Bilingual and ESL students including Special Education students according to NCLB to help students attain English and math proficiency in grades 4-5.
- We propose to implement a Saturday program beginning in the Fall of 2012 and extending through the Spring 2013. The program will be in effect for a time period of 17 weeks for 4 hours on Saturdays.
- Instruction will be provided in English.
- Our highly qualified licensed bilingual (1) and ESL (1) teachers will provide instruction.
- Materials to be used include: Crosswalk Coach for the Common Core State Standards, English Language Arts (Triumph Learning), Crosswalk Coach for the Common Core State Standards, Mathematics (Triumph Learning), Time for Kids - Exploring Writing (Teacher Created Materials)

Part C: Professional Development

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

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

Begin description here: _____

- The Title III Professional Development program at CS 102 will help to provide sensitivity training and knowledge of ESL methodologies, as well as explore new quality teaching approaches to staff members in order to create a positive environment for our ELL population. It will provide high quality,

Part C: Professional Development

sustained staff development.

- This year we are receiving technical assistance from the New York City Regional Bilingual Education Resource Network (NYC RBE-RN) Fordham University. They will provide weekly professional development in an effort to support our English Language Learners. In addition, CS102 will also provide professional development to staff members.
- A certified ESL/Bilingual staff member will provide 6 one hour comprehensive professional development sessions to staff members. The following topics and possible tentative dates are:
 - * Teaching Content Vocabulary to ELLs -3 part series (Dec. 17, 2012) (Jan. 7 & 14, 2013)
 - * Developing Lesson Plans and Activities for ELLs (Feb. 4, 2013)
 - * Modeling an ESL Lesson (Mar. 4, 2013)
 - * Teaching Strategies for teachers of ELLs (Apr. 8, 2013)

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: _____

- CS 102 understands that communication with parents is essential to promote the home-school connection. Translation and interpretation services will be provided to meet community needs. In line with this commitment, a Saturday Adult ESL program will be provided beginning in the Fall of 2012 and extending through Spring of 2013. Technology will also be incorporated into the program. It will consist of 17 Saturday sessions of 3 hour durations.
- At no additional cost to the school, workshops and training will be provided for parents by: Independent Living (a non-profit organization). Workshops will also be provided by our Instructional Leaders, the English Language Coordinator and the Parent Coordinator. ELL parents are invited to participate in these workshops. Possible topics include:
 - * Anti-Bullying
 - * ARIS Parent Link

Part D: Parental Engagement Activities

- * Involvement in Your Community
 - * Understanding the Common Core State Standards
 - * Reading and Writing with Yout Child
 - * Tips for Successful Test Taking
- Parents are notified of these events by fliers and/or letters translated by the Language and Interpretation Unit. Fliers are posted throughout the school and letters are sent home with students.

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		

