



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** PS 111X

DBN 11/BRONX/ 111X11):

**PRINCIPAL:** AVA FULLENWEIDER

**EMAIL:** AFULLEN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Ms. Ava Fullenweider	*Principal or Designee	
Mr. Greg Weber	*UFT Chapter Leader or Designee	
Ms. Thomas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mrs. M. Dickerson	CBO Representative, if applicable	
Mrs. Joseph	Member/Parent	
Ms. J. Mahon	Member/Title 1 Parent	
Mrs. Laura Paddyfote	Member/Teacher	
Ms. Lisa DeMatte	Member/	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.



Create a schedule for partial and formal observations using low inference note taking. Teachers will receive feedback within one week of the observation with actionable next steps and supports.

**Target population** – All teachers from pre-k to 5<sup>th</sup> grade.

Responsible Staff Members- Principal, Assistant Principal

Implementation of timeline-

September to January first cycle of observations for preparation of Mid-year conference.

January to March mid-year conversations reflecting on past observation and preparing for the rest of the year

April, May, & beginning of June second round of observations

### **Activity #3**

Develop a schedule for differentiated professional development based on staff needs as evidenced by trends in observation data logged into ARIS.

#### **Target population:**

All classroom and cluster teachers from pre-k to 5<sup>th</sup> grade.

Responsible Staff:

Principal, Assistant Principal, Network Achievement Coaches

Implementation Timeline-September 2012-May 2013

### **Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). **AUSSIE consultants will appear 5 times to help in this area.**

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

- According to our SQR on page 2 under collection analysis, and utilization of data. School Leaders and the data specialist should disaggregate the data to identify reasons for low achievement in ELA and trends in performance amongst sub groups. This information should be used to develop a school wide plan that addresses the needs in ELA.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 3.2 Enacted curriculum

\_\_\_\_ 3.4 Teacher collaboration

\_\_\_\_ 3.3 Units and lesson plans

  X   3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Our goal is to improve the number of students who are on grade level by June 2013 by at least 5%, as evidenced by results of NYS exams in both ELA and Math.**

### **Instructional strategies/activities**

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

### **Activity#1**

An after school and before school success program funded by way of teacher per session has been started in order to reach the targeted students (How we identified the needs) Students were selected based on performance levels, Fountas and Pinnell reading levels, teacher recommendation, and assessments. Both programs focus on small group instruction using “guided reading”. Materials will be ordered from a materials line created in Galaxy only for textbooks.

### **Key Personnel**

We have employed 13 teachers and 3 paraprofessionals. This ratio enables each group to have no more than six students. The teachers run a morning and afternoon program. Two teachers work with students from 6:50 a.m. to 7:50 a.m. The remaining teachers work the after school program from 3:15-5:15. Both programs run Tue-Thurs each week. Assessment teams and Curriculum teams were formed to ensure that assessments were ongoing. All curriculum is CCLS aligned.

### **Assessment/Evaluation**

An assessment team was formed in order to create and develop assessments by which to identify the needs of students in the program. Assessments were given online i.e. Acuity and with paper and pencil. In addition running records and Fountas and Pinnell helped determine levels of instruction.

The curriculum committee formulated the curriculum that would meet each identified students needs. Teachers are constantly assessing their students to determine next steps.

**Timeline for Implementation** is December 2012- April 2013.

**Activity #2**

In order to meet the needs of our sub group ELL’s, Title 3 money was used to create after school instructional programs. Students identified by NYSESLAT as ELL’s were invited to attend the program on Tuesday and Wednesday. Small group instruction enables the students to receive individualized help.

**Key Personnel**

Licensed ESL teachers

**Target Population** Students identified by the NYSESLAT as beginners or intermediate. The program used is Martha Speaks and other authentic literature in order to develop language. The NYSELATS writing rubric, student work and performance task are used to evaluate the effectiveness of the program.

**Timeline Implementation is January 2013-May 2013**

**Activity #3**

An Aussie consultant was hired in order to work with the data specialist and coaches on how to use the data to drive instruction. Activities include analyzing results of students with disabilities and ELL’s as well as the rest of the population to determine strengths and weaknesses. Individualized education plans is used to set student goals and differentiation is the means for instruction.

**Key Personnel**

Aussie Consultant, Data Specialist, and Coaches

**Assessments**

Performance task, exits projects, Acuity assessments, and rubrics aligned to the Common Core will be used to asses progress. Teachers will be asked to identify other resources available for assessment. Fountas and Pinnell reading levels as well as running records.

**Timeline for Implementation October 2012- May 2013**

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

**STH students are given school supplies which are replenished as necessary**

**Title 3 funds are used for teacher per session for the ESL after school program as well as for supplies and the parental involvement area.**

**We have 18 staff members who work a variety of enrichment programs, (mornings and afternoons). Our goal is to have roughly 45 sessions totaling about 1,565 hours of teacher per session.**

**The AUSSIE will visit 5 times to help aid the improvement in Curriculum and Staff development.**

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- According to the SQR on page 3 it was recommended that school leaders should review the school schedule and make adjustments to provide opportunities for teachers to meet and collaborate in grade teams to align lesson planning and instruction in the content areas. Teams should develop work plans that outline specific objectives and action steps and inform the agendas for each meeting. School leaders should review the plans and monitor the progress of the teams.

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

**X** 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

**Through the Teacher Teams, Common Core teams and Tier iii team teachers will meet weekly/bi-weekly and collaborate to ensure appropriate lesson plan aligning and rigorous instruction throughout all content areas. Each team will be responsible for agendas and sign in sheets. Each team will meet monthly with administration.**

**Instructional strategies/activities**

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

**Activity #1**

One teacher from each grade is apart of the Tier III team along with the coaches and AIS. They have the opportunity to work with the grade ahead to ensure where their students need to be for the next grade. This team meets with the Administrative team weekly.

**Target Population:** a representative from each grade

**Activity #2**

The Common Core team is made up of upper and lower grades teachers who are **not** apart of the TIER III team. This team works on developing Units of Study for grades preK – 5<sup>th</sup> and testing them out with the feedback they get from the various grade teams to make adjustments.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

**Materials ordered are NY I-Ready for ELA and Math as well as an online component for all testing grades (3-5) roughly 350 students.**

**Leveled Literacy Intervention reading Books green and red levels.**

**Envision Math for testing grades 3-5 about 350 students.**

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Although there were no recommendations in the area of student social and emotional developmental health according to our SQR, we compared our data of students over a period of two years in the SAVE room and we notice a significant decrease in the numbers. Moreover when comparing the data from the 2010-2011 and 2011-2012 school survey report, in the area of safety and respect, the numbers show that there is an increase in both parents and teachers who know that the school ensures all members of the school community feel physically and emotionally secure.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

Our goal for the September 2012-2013 SY is to decrease the number of students being disciplined in the SAVE room. In addition we are endeavoring to increase the levels of order and discipline that is maintained in the school.

**Instructional strategies/activities**

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

**Activity #1**

- After reviewing the information of the SAVE room data book from last year, it was determined that although it was trending downward, actions needed to be taken to decrease it further.
- A committee was formed that included staff members from all levels.

**Activity #2**

- The committee devised a SAVE room Plan which was disseminated to the entire faculty during staff conferences and grade meetings.

**Activity #3**

- The plan was then revised based on input from staff and the final plan was then carried out. The number of students who have been in the SAVE room this year has significantly declined.

**Activity #4**

- Teachers are also doing classroom instruction on building character. The timeline for instruction is September 20012-June 2013.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

Although there were no recommendations from the SQR, based on our Learning Survey we are continuing to increase our parental participation. The more knowledge the parents gain the greater the effect on student learning.

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                      \_\_\_ 6.4 Partnerships and responsibility  
\_\_\_ 6.3 Reciprocal communication                      \_\_\_ 6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Our goal is to increase the number of parents participating in workshops and all programs as evidenced by sign-in sheets.**

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Timeline for implementation.

One endeavor is the Mayor's Attendance Initiative in which 30 students w/ very low attendance from the previous school year are identified. Each student is assigned to a mentor who monitors their attendance. As attendance improves both parents and students receive rewards.

Another initiative is the "Partnership of Hope" project with students from a neighboring High School with students from PS 111. PS 111 students realize that their goals can be accomplished as they interact with high school students and learn about how they themselves are responsible for their futures.

Parent Workshops in ELA, Math, ESL, and Leadership are given continuously throughout the year (in day and evening sessions). Parents are given strategies that they can practice with their children.

**The personnel** who will implement the above activities are teachers, coaches, parent coordinators, guidance counselors, and parents.

**The timeline for implementation** is September 2012-June 2013.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

**Funding will go toward meetings on a monthly to bi-monthly basis as well as sending correspondence out to families of the school community.**

**Workshops held to inform parents of the CCLS, as well as informational meetings for students exiting the school and heading into 6<sup>th</sup> grade in the coming school year.**

**We also will continue our partnership with Leadership for Parental Activities throughout the year.**

**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 including SWD	<b>Fountas and Pinnell (LLI) Real Life Readers</b>	<b>Small group (4)</b>  <b>Small group (6)</b>	<b>During the day</b>  <b>After School</b>
ELLS		<b>Small group (6)</b>	<b>After School</b>
Mathematics including SWD	Multiple Resources	<b>Small group (6)</b>	<b>During the day</b>
Science	<b>Integrated with guided reading.</b>		
Social Studies	<b>Integrated with guided reading.</b>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<b>Our school provides intervention services through a interventionist, school counselor, social worker and school psychologist</b>	<b>Small groups and one on one services.</b>	<b>During the school day</b>

**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.

If there is a teacher needed to fill any position in our school we would reach out through to our Network Human Resources to first inquire. I also use teacher finder to solicit any resumes. Once I have a teacher I set them up with a mentor. That teacher will attend regular Professional Development through the year with Mid-year conversations with the administration.

We would encourage teachers to be apart of the many teams that are integrated in our school. (Child study team, instructional team, assessment team, SAVE project team, SLT team, Tier III team) During the year we share at least 4 articles with teachers that might be helpful in their professional practice.

## **PARENT INVOLVEMENT POLICY AT PS111X**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Rello-Anselmi/Maria Quail</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>111</b>
School Name <b>Seton Falls Elementary School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ava Fullenweider</b>	Assistant Principal <b>LeCounte Teele</b>
Coach <b>Lisa DeMatte-Literacy</b>	Coach <b>Silberman/Paulin-Math</b>
ESL Teacher <b>Marie Toney/Catalina Dosil</b>	Guidance Counselor <b>Robbin Cuthbertson</b>
Teacher/Subject Area <b>Phyllis Goldstein- Data Specia</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Anita Burrell</b>
Related Service Provider <b>Speech-Zegerman/Tchatchanachvi</b>	Other
Network Leader <b>Caterina Ditillio</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>695</b>	Total Number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>9.78%</b>
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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. 

#### Part 11: ELL Identification Process

1. English Language Learners are initially identified at the time of admission, based on the Home Language Identification Survey. It is Language Identification Survey that the parent has completed. A Licensed pedagogue is present to assist in the completion of the form. If the home language indicates anything other than English, an informal interview in the native language (if possible), and English, is conducted by a member of the ELL committee. If the student speaks little or no English, the student is administered the Language Assessment Battery -Revised within the first ten days of admittance. Administration is done by a licensed ESL teacher. The size of the group is determined by the grade and the part of the test being administered.

If the child's score is at the beginning, intermediate or advanced level, the child is considered a Limited English Proficient (LEP) student. He is then placed in the appropriate class and program. Annual assessment is done in the Spring using the NYSESLAT. Services will continue to be provided until such time as the student is "Proficient" on the NYSESLAT. All test administration is done by licensed ESL pedagogues. If a child is Spanish speaking and needs to be administered the Spanish LAB-R, it is done by the ESL licensed teacher, who is Bilingual. The group size depends on the part of the test and the grade level.

2. At the time of registration, or shortly thereafter, if no one was available during registration, parents of the student's who were identified as ELLs are contacted. They are shown a video, in the language of their choice, in which all three options are explained. The basics of each program are then examined again, and the parent is then asked to select the program of choice. If the school offers the program of choice, the child is enrolled in that class. If we do not offer that program, the parent is informed of that fact and presented with other options. If the parent wants the student specifically in that setting, we help the parent find a school that is offering that program, contact the school and try to get the child enrolled there. If need be, we will reach out to the Network. The parent is informed that, if there are at least fifteen parents who opt for that same program, and their children are in two consecutive grades, and speak the same language, a class would be formed to accommodate those students. The Parent Choice Surveys are copied. The original is placed in the cumulative folder and the copy is kept in the ELL binder in the Assistant Principal's office. This all happens within ten days from the date the child is admitted in the school. After the parent views the video, a licensed ESL pedagogue goes over the content once again to make sure that the parent understands all programs fully, before selecting.

3. Entitlement letters are distributed, by the ESL teachers, as soon as the LAB-R is administered and it is determined that the student is entitled to ESL services. This happens either at the time of registration or within the first ten days of enrollment. At the time that the parent views the video, the survey forms are distributed, completed and collected. ELL attendance sing in sheets keep records of the parents who came. All forms are then copied and placed in the child's cumulative folder and one in the ELL binder in the AP's office. If a parent does not submit a form, the default program is Transitional Bilingual Education. There is a periodic review of all forms missing and attempts are made to have them submitted. As an entitlement letter is distributed to the child, the name is checked on the list and checked again when returned.

4. If a child has been identified as an ELL student, based on the LAB-R, the child is placed in the ELL class on the grade. If the child is identified as an SWD, he is placed in the appropriate class. Each parent is notified, in the language of choice, that the child is receiving a push-in model program for ESL services. Parents are encouraged to contact the school for any necessary classification. Interpreters are available in the building or by phone, to help the parent walk through the process. Interpretation services are available

if the parent does not speak English. All decisions are made in conjunction with a parent and everything is explained to the parent in the spoken language.

5. After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program selection has been towards the Free Standing English as a Second Language. In the 2008 school year, six parents opted for bilingual. They were not students in consecutive classes. During the 2009-1010 school year, only one parent opted for bilingual. During the 2010-2011 school year, one parent had selected the bilingual program. This parent had selected the Free Standing Program the year BEFORE, but decided that she wanted to change to Bilingual, which she could not do. Almost every parent says that the child should be learning English, as much as possible. Since the trend is towards ESL, as we plan for the future, we are looking at creating more ESL classes as might be necessary.

6. Based on the returned survey and selection of program choice, our school's program most definitely is aligned with parent requests. We will continue to align the programs and the parent requests. If we cannot help the parent with a program in our school, we help the parent secure other placement. All services are provided by 2 licensed ESL teachers. Parents have requested an ESL Program and we place the child in the program that the parent has selected. Since the parents have selected the Free Standing Model, that is the program that that we provide. Should the trend in parent choice change, our programs will reflect that change.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
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#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	12	12	8	15	6	15								68
<b>Total</b>	12	12	8	15	6	15	0	0	0	0	0	0	0	68

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	68	Newcomers (ELLs	53
Special Education	26		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	68	1	26							68
Total	68	1	26	0	0	0	0	0	0	68

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

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	11	10	7	13	6	15								62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1	2										6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>12</b>	<b>12</b>	<b>8</b>	<b>15</b>	<b>6</b>	<b>15</b>	<b>0</b>	<b>68</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### Part IV: ELL Programming

1. Instruction Programming at PS 111X is delivered in the following manner :
  - a. The organizational model is a general education class on each grade level that is designated as the ELL class. All ESL students are placed in that class and the ELL teacher pushes in to service those children. The students are placed in the class based on LEP status and grade. They usually account for about one third of the class make-up.
  - b. The class program model is heterogeneous grouping, except if it is SE. A licensed ESL teacher, plans collaboratively with the classroom teacher, and pushes in to provide the mandated services. In order to meet the mandates for beginners and intermediates, the ESL teacher does a pull out program once a week, for some students. This is also done with some of the Hearing Impaired Students, and students who are Intellectually Disabled.
2. All ESL teachers are knowledgeable regarding the mandated time for each group of ELL students. Beginning and Intermediate students receive 360 mandated minutes, and Advanced students receive 180 minutes. The program model is push in with a pull out supplement, when necessary. Explicit ESL, ELA, and NLA instructional minutes are delivered in the Free Standing ESL program, based on the score that the student received on the NYSESLAT. Beginners and Intermediate students are mandated 360 minutes and receive their mandated during push-in instruction. The ESL teacher together with the classroom teacher plan for the lesson, vocabulary and content. The advanced students who receive 180 minutes, also receive push in service in the classroom by a licensed ESL teacher. Students who test out continue to receive support services to ease them into the general education English class. If there is someone available to speak to the child in his native language, he is given those services. There is an endeavor made to find vocabulary cohorts in the native language, when

## A. Programming and Scheduling Information

possible.

3. Instruction is given in English in all content areas. In order to ensure academic rigor, challenging content and well developed learning strategies that prepare the ELLs to think critically, solve problems, and communicate in English, are developed, ELLs are actively engaged in standards based Core Curriculum Standards. Vocabulary development is an integral part of each and every lesson. Technology is used to add visual aids and clarity, when needed. Prior knowledge helps link new information. All best practices such as: sentence frames, graphic organizers, accountable talk, writing workshops, are part and parcel of each lesson. Everything is done to support the ELL student in comprehension as well as speaking. Buddy systems enable the ELL student to feel more comfortable about speaking and trying his new vocabulary. ESL teacher plan together to determine supports needed by the ELL students. The ESL teacher then selects the necessary vocabulary, comprehension skills and activities that will support the ELL in all content areas, even during the time that the ESL teacher is not in the room.

4. Differentiation is in place for instructional plans for ELL subgroups: A Special Needs student who has a push in program will also have a pull out program to help him improve.

a. A SIFE student needs more support and encouragement. Depending on the circumstances, the student might need more phonics or more AIS to increase his reading- decoding and comprehension skills. After school programs are available to help with their learning.

b. For ELL students in the US Schools for less than three years: small group and push in programs are the models. The classroom teacher and the ESL teacher collaborate to drive the planning and instruction for the students. The standards for both ELA and ESL- Common Core Standards are the followed guidelines. Small group instruction using realia, hands on, prior knowledge, turn and talk, pair and share etc. are used. During balanced literacy time, children use Guided Reading books, geared towards their F&P reading levels. Conferencing during reading and writing time lets the teacher determine the strengths of the student and the next steps. The focus is on language development through content area. Technology is integrated to support all learning and to motivate learning. Teachers build on strengths and scaffold the learning to help students. Culturally congruent teaching methods, give the child a feeling of pride in his culture. Children are afforded opportunities to teach others about their first language and home culture. Project based learning, thematic units, and cooperative learning groups are used to engage learners. The teacher models so that the students can make sense of the learning process.

c. The data was analyzed, and it was determined that the student who received 4-6 years of service, were not meeting the “Proficient” standard in the areas of reading and writing. To this end, we work intensively with these students on the different levels of writing. Writing is correlated into each content area and is based on the Core Curriculum Standards. Children share and pair to determine their writing skills and goals to become more proficient. Conferencing is ongoing. Writing helps the reading process. As the student is able to write to formulate his own questions, his comprehension improves. Using informational texts, the students will be able to think critically and analyze their readings. Vocabulary is taught as part of each lesson. This correlates writing and reading skills.

d. If we were to have long term ELLs, we would use assessments such as E-CLAS, even on the primary level to determine a base level for instruction. The schedule for the student might include being in a different class for different instructional help. Perhaps a program after school or a partnership with someone from another school might support a long term ELL.

e. ELLs who have been identified as having special needs, must still receive the same mandated services as the gen ed student. They are entitled to the same number of minutes, but it must be based on their needs and learning styles. Teachers must work to meet the needs and goals of the student as stated in his IEP. Instruction takes place in groups based on the needs, not necessarily age. Coaches, AIS teachers, and para professionals team up to help the student succeed. Ongoing assessment will indicate progress. Assessments will vary depending on the student. The ESL teacher is also a Spanish speaker and can evaluate the students in their native language. If need be, we find someone in another school to evaluate in any other language.

5a. SIFE students are given support to help ease their return to the NYC education system. Parents are supported also, so that the child can have an easier transition.

6. Instructional strategies that teachers of ELL- SWD students will use to provide access to academic contents areas and accelerate English language development include using informational texts and discovering: vocabulary development in all content areas—word roots, prefixes and suffixes, word parts, antonyms, synonyms, independent and guided reading and writing, compare and contrast stories, use prior knowledge, learn the features of print ie: chapters, headings, bold print, Table of Contents, index, glossary, main idea, predicting outcomes The Writing Process includes: prewriting, drafting, revising, editing and celebrating by publishing. Materials will include Continental Press Empire State ELA grade appropriate books, teacher created stories and the children’s own work, Silver Moon Press publications, and other supplies. Students who are both ELL and SWD receive services based on the NYSESLAT score and the IEP as far as meeting the needs and learning style of the child. If an SWD student is also an ELL, the service model is the same if the parent so chooses. The child receives a push-in plan where the ESL teacher meets the required mandate- the number of minutes, and at the same time the teacher of the SWD student supports the learning since the two have planned together. All of the services mandated on the IEP are followed: for example: if the child needs OT, the ESL teacher meets with the OT teacher to plan for the steps necessary to ensure

## A. Programming and Scheduling Information

comprehension.

7. Scheduling flexibility allows teachers to meet the diverse needs of ELL –SWDs. Teachers are able to meet in teams at least once a week to discuss the strengths of the students and their progress. Children’s schedules are also flexible so that if a student will have his needs better met in a different class, for part of the time, his schedule is arranged so that it can happen. Whenever possible, the ELL or SWD student is placed in a general education class, especially during lunch, gym or other times of the day. If at all possible, mainstreaming is always a possibility and looked for in the child's academic strengths.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

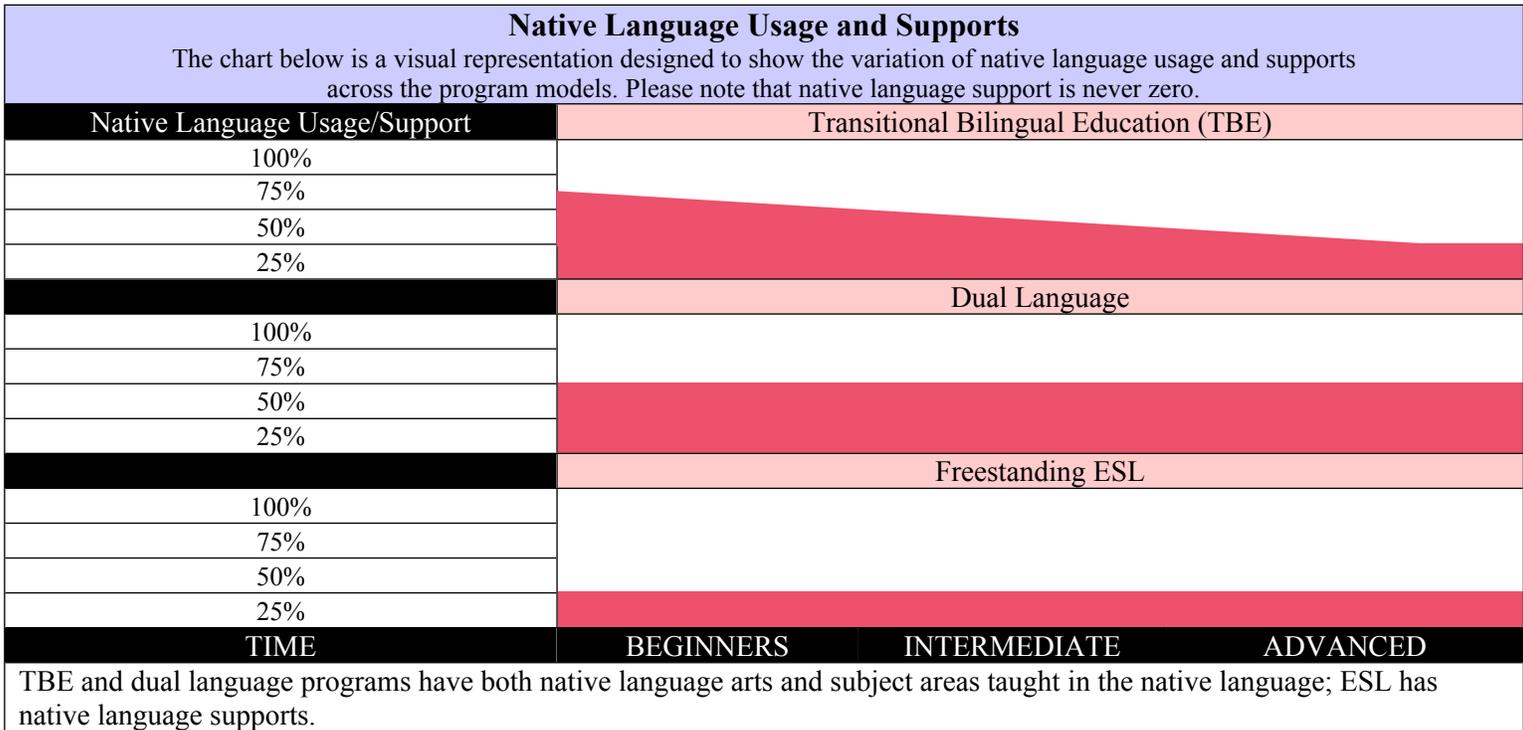
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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## 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?

### Part B Programming and Scheduling Questions 8- 17:

8. Intervention services: AIS, small group, push in, flexible scheduling, buddy system, vocabulary based, needs based and learning styles based especially SWD. Rotation of groups allows for each child's skills to be met. During articulation time between the classroom teacher and the ESL teacher, content area vocabulary, comprehension skills and topics are discussed. When the ESL teacher pushes in during content area time, ELA, math, science, or social studies, the teacher already knows the topic, and works with a small group to instruct.
9. For ELLs reaching proficiency on the NYSESLAT, support services will still continue. The first year the student will still be placed in an ELL class and receive additional support from both the classroom teacher and the ESL teacher. AIS teachers also support the efforts. For two years the student is still entitled to testing modifications. The classroom teacher and the ESL teacher both work together to ensure that the students who have achieved "Proficient" can fly. They still receive time and a half for testing and the "Listening" part of the test (ELA) is read to them three times.
10. New after school programs are being considered. New teachers to ESL have also been creative in making their classrooms come alive. For the upcoming school year we are thinking about ways to give the ELL students more classroom support from the teacher. We are looking into new ESL programs such as "Mondo" where non fiction is stressed. Non fiction material in all content areas and writing across the content area is an integral part of each child's day.
11. The pull out model is for the most part gone, except when necessary to meet mandates fully or to better meet needs of the HI students or the ID students. No program is being discontinued, however the pull-out program is diminished. Based on student need, at times the Hearing Impaired child is pulled out so as to avoid distractions.
12. ELLs are afforded equal opportunities and access to all school programs. Technology labs are open to all, drama and music programs are open to everyone. After school programs are on a "first come" basis but everyone has equal access. ELL students will also have their own after school program.
- b.A "Homework Help" program for after school is planned. Title 111 money will be used to purchase non fiction supplemental material from Santillana, perhaps. The goal of the program is to enable ELL students to succeed in their schoolwork, especially if parents can't help. Content areas are stressed and support given so that the homework can be thoroughly understood and completed. Parent workshops will help parents learn how to help their children at home. PD for teachers shows teachers the skills and sensitivity needed to work with the ELL population.
13. Technology in Math and ELA support the ELLs. Smart Board and Tables are used throughout the lessons. Pearson's and Continental Press also help. Materials used to support ELLs and their accomplishments are: ST Math, Aha Math Empire State English Language Arts, Reading Comprehension Developing Fiction and Non Fiction Skills, Time for Kids New York State ELA and Math.. Subgroups use materials that meet their needs. The same technology is used but on their level.
- b. Content area materials are from the same books and technology that are used in the school. However, the ESL teacher works with all student to clarify and modify the material as far as vocabulary and content. If the child can read in the native language, books in the language are used.
14. Students have access to bilingual picture dictionaries, books, and technology in their native language. The program model used is push-in ESL. In that program, if the child is able to read in his native language, materials are given to him and a teacher who speaks that language supports him.
15. Required support is provided based on grade and age and proficiency level. The child is put into an age appropriate class, but will receive services based on his needs. Individual attention is given to each child in small groups to accommodate him.

16. Newly enrolled students are given packets that describe activities in the school, programs and special features. Students are introduced to teacher and classmates. Basic English vocabulary is introduced. Buddy systems in the classroom are set up to support the student. Peer tutoring from other grades is available with other students from that country.

17. There are no language electives specifically for ELLs, however Korean is taught in some classes, including ELLs and SWD classes.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Part D. PD

1. All ELL personnel are provided opportunities for PD both through the Department of Education "oell" programs and the Network. They are also able to attend workshops in other schools and universities. All PD is turnkeyed to the staff. The Principal and the AP attend workshops, the ESL teachers and co-ordinator receive on going training from the Network as well as other agencies. The content area teachers and classroom teachers receive turnkey PD. They are allowed to go to PD at outside places as well. Paras receive PD with the teacher, and attend their own sessions in and out of the building.

2. As the ELLs transition to middle schools, parents are notified about the programs in schools that meet the student's needs or interest. Personnel from the schools are invited to either come to PA 111X to speak with our students or allow our students to come to their schools. The guidance counselors set up meeting with the parents of the ELL students to assist the transition to middle schools. Middle school personnel visit our students to help them transition and set up meetings in their school.

3. As per Jose P. during faculty conferences, Common Core Preps or CFI meetings, the 7.5 hours of ELL training will be given by the ESL licensed teacher. The ESL teachers give copies of the PD attendance sheets to the Principal and the agenda as well. are stored in the Principal's office in a binder.

## E. Parental Involvement

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

### Part E. Parental Involvement

1. Parents are an active part of our school. Workshops are ongoing for all parents Pre k -5. Parent surveys indicate the type of workshops that parents are interested in. There are also Learning Leader workshops available. All notices are sent home in various languages and translation is available during meetings. Meetings take place at various times to allow for maximum attendance. Parent workshops center around activities that they can do at home to support the child. Parents also learn English as they learn how to teach the child. At all meetings translation is available.
2. We partner with Learning Leaders to help train parents to be classroom volunteers, including ESL parents. Learning leaders is an organization that presents the parents with workshops on tutoring students and volunteering in the classroom.
3. Parents' needs are determined by conversations, meetings, surveys, phone calls and more. At the beginning of the year parents are given surveys by the PC and asked about the programs that they would like. The PC arranges the workshops and invites the parents. Translation is always available. When a parent has a concern the teacher and administration and the PC help out.
4. One of the major concerns of parents is for the student to learn English. As such, we provide the best possible instruction in English by licensed ESL teachers. Needs of the parents are voiced and responded to by the Administration, teachers and PC. Parents are involved in Grandparent Day, Mother-Daughter Breakfast, Father-Son Breakfast, Father-Son Basketball Games, Family Day Picnic, class trips, parent trips.

## 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)	12	6	4	4		6								32
Intermediate(I)		6	4	6	4	5								25
Advanced (A)				5	2	4								11
Total	12	12	8	15	6	15	0	0	0	0	0	0	0	68

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>				5	2	11							
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	1		12
4	0	4	3		7
5		4	4		4
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	5		4		2				11
4	0		6		1				7
5			5		3				8
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	5		4		2		1		12
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

#### Part B: After reviewing

1. Assessment tools: Ongoing assessments are an integral part of each class and of each ELL student. They are used to determine

movement towards acquiring content standards. They collect evidence of student learning or need for changes that are systematically implemented across grades and programs. The older grades use WRAP, running records, Acuity, teacher created exams, portfolios, Fountas and Pinnel, and kid watching, to assess student progress. Grades K-2 use E-CLAS, running records, F&P assessment kit and reading levels, Open Court assessments, teacher made assessments, and portfolios to assess student growth. Early literacy skills include: letter recognition, letter sounds, sight words, comprehension skills etc. If the student has these skills in his native language, we try to use those skills to help with English. The data helps us assess not only the students but our progress as well. We can determine if we are giving our ELL population enough support. This helps to inform our instructional plan by informing us which areas need new strategies, determining how we can help the student develop better skills, exploring whether the child should be placed in a different setting, and deciding our next steps. Data from E-CLAS helps determine the needs of the ELL student as well as his strengths. Teacher can determine if the child has beginning reading skills, sight vocabulary, some comprehension skills and writing ability. In older grades, the WRAP provides the same information. Based on the information, instruction takes place.

2. If we look at overall proficiency, the results are quite similar across all grade levels. Except for K where all the students are at the “Beginning” level, since they are new to the country, for the most part, the other grades are almost equally divided between “Intermediate” and “Advanced”. Many of our fifth graders are Hearing Impaired and or Instructionally Disadvantaged, and therefore are still at the “Beginning” level. The listening and speaking skills are developed much more rapidly than the reading and writing skills, which is evident by the number of students who score higher on the first part of the NYSESLAT. Based on the LAB-R results, students are either eligible for ESL services or not.

3. Patterns across NYSESLAT modalities affect instruction. The students show that they have difficulty achieving success on the reading/writing part. It is this part which needs to be stressed in the classrooms and in the push in program. Emphasis on vocabulary in all content areas must be an integral part of each lesson. Students will develop reading strategies in the content areas and continually use them. As reading skills develop, writing goes hand in hand with it. Students learn how to write across all content areas and write for different purposes. While writing, grammar skills are also taught. The ESL teachers and classroom teachers will instruct based on the results.

4. a. There is not enough data to determine any results for students taking a native language test, to notice trends.

b& c. WE have not used the ELL periodic assessment to date. Student results are used to determine next steps and amount of time needed to give each child the mandated services. The ESL teachers and the classroom teachers analyze the results.

5. N/A

6. Evaluation and assessment is continuous and drives our instruction. The success of our program is based on the success of our students. We seek not only academic success, but also success socially and emotionally. When our students are able to be part of their new environment and become life-long seekers of knowledge, we know we have succeeded. The scores on the NYSESLAT also show that we are succeeding. This past year, 6 students “Tested Out”, and at least 14 students moved up at least one level. This is evidence of success. Although 4 students scored Level 1 on the ELA, they passed the summer school test.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11x111      **School Name:** Seton Falls Elementary School PS111

**Cluster:** 1      **Network:** 109

**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**

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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.

In order to assess our school's written translation and oral interpretation needs, we use the Home Language Survey first and then speak with the parent so as to determine the preferred language. All parents are then provided with appropriate and timely information in a language which they can understand. The information is then entered into ATS so that any notices printed from ATS, are printed in the appropriate language. When a parent comes into the office, if we can't determine the language the parent is shown the "I Speak" Card to select the correct language. Even our phone relay messages are sent in different languages.

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.

. After looking at the surveys and speaking with the parents, it was determined that there are three major languages spoken by the parent body. At the PTA meetings, it was announced and translation into other languages . The languages spoken are: English, Spanish and Arabic. Translators are available at the time of the meetings.

## Part B: Strategies and Activities

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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.

1. The school provides written translation in a timely manner. Critical communications are sent out in the necessary language, as provided by the NYCDOE, or if not there are in-house translators who translate immediately. All teachers are aware of which children need languages other than English, and if the notice was not given in that language, they request the correct version. If a translation is not readily available, a cover letter or notice on the face of the of the English document, in the appropriate language, will be attached indicating how the parent can request a translation or interpretation. Translation is usually done in-house , by staff, or over the phone, if necessary. Parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services, will be provided same in the appropriate language.

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

. Oral interpretation is available in the school by school personnel, who volunteer their services at any time. If there is no one who speaks the necessary language, over- the- phone services are provided.

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>.

3. Section VII of Chancellor's Regulations A-663, will be in compliance to the fullest. Each parent, whose primary language, based on the Parent Preferred Language Document, is a covered language, and who needs assistance services, will be given a copy of the Bill of Parent Rights and Responsibilities. Translated versions of this document are available. Near the main entrance, there is a sign posted that states in each covered language, that interpretation services are available. No parent is denied access to reaching the administration, because of language. Parents are always provided with the website where they can get translations.

## 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: Seton Falls Elem. P.S. 111X	DBN: 11X111
Cluster Leader: Doug Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

### 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: Students in the ELL program who have not passed the NSES LAT have, according to the modality report (RMNR), scored poorly on the Reading/Writing part. As such, the targeted students are those who need to have reading and writing skill emphasized. Instruction will be in English. Certified ESL teachers will instruct using ESL materials from vendors such as Mondo and Continental Press. ESL Teacher will provide afterschool program for grade 1 & 2 ELLs on Tuesdays and grade 3,4,5 ELLs on Wednesdays starting 1/8/13 until May 2013. A portion of each class will be devoted to assistance with homework assignments. The remainder of the program will support the development of language through content. Materials that include informational texts, fiction books, and the internet will be utilized. Learning activities that incorporate reading, writing, dramatic enactments, and group projects will be incorporated to engage students.

### 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: Lisbet Chiriboga is the QTEL staff developer and holds a Common Branch - Bilingual License. She holds monthly professional development meetings with (K-5) general education teachers of ELLs. She provides clearly defined strategies for teachers to use in their classrooms that will provide ELL students with comprehensible input and gain language proficiency. Teachers are held accountable for all students including ELLs. Teachers have identified the ELLs but need to learn best practices on improving the delivery of classroom instruction. Teachers will receive Professional Development from our school Network, ESL teachers and QTEL on how to incorporate language in all curriculum areas. The Quality Teaching for English Learners Program (QTEL) is a professional development initiative that provides an academic framework that is rich in intellectual challenges along with high-level support. The QTEL professional development model provides rigorous challenges and strong learning support opportunities so that teachers can develop expertise and raise student achievement. The following topics will be covered: How to Use the Native Language to Support New Language, Using the Senses to Enhance Informational Text to Comprehension, Integrating Technology in all Curriculum Areas, Meeting the Needs of Students-Making Language Accessible, Incorporating Speaking and Writing, Differentiation and Grouping.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent workshops specifically designed for parents of ELLs will be coordinated in conjunction with Parent Coordinator. Workshops will be held monthly starting in February 2013. Tentative topics are Reading for All Grades/Promotion in Doubt Criteria, What You Need to Know about the NYSESLAT, ELA & Math, Moving to the Middle School, ScienceParents are an integral part of their child's learning. Therefore, they need to know what they can do to support their child at home. Parent workshops are offered and additional workshops will be given with translators available. The workshops will cover grade specific materials, expectations, how to meet their goals, looking ahead at next year. Notices regarding upcoming workshops are being sent to parents in the Language of their choice.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		A certified ESL Teacher/Teachers would work for a total of 160hrs in a small group setting.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		Contract AUSSIE assisatnce for classroom teachers.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		Martha Speaks book series by Susan Meddaugh at \$6.00 each. "Saving Lilly" by Peg Kehret at \$6.00 each. Charlotte's Web by E.B. White at \$10.00 each. KIND News Magazine sub at \$60.00
Educational Software (Object Code 199)		

**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.
Travel		
Other		Parent Involvement Workshops* How to help your child succeed in school.
<b>TOTAL</b>		