



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER ): 09x241

PRINCIPAL: DAVID KRULWICH

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SUPERINTENDENT: CARRON STAPLE

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
David Krulwich	*Principal or Designee	
Ross Chodan	*UFT Chapter Leader or Designee	
Rita Jones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- School-wide Reading Initiative. To increase/improve the middle school and early high school's reading of informational texts across grade levels and to increase reading levels of students to proficiency by the end of tenth grade.

The Urban Assembly School for Applied Math and Science will implement a school-wide reading initiative focusing on improving the instructional focus on increasing reading levels, primarily in grades six through ten. In the 2012-13 academic year, AMS will administer the "DRP" reading assessment to all students in grades six through ten, three times during the school year. AMS will seek to have more than 50% of all students in grades six through ten increase their DRP reading scores from the September to June administrations by an amount equal to or greater than the average increase for students in their grade.

### **Comprehensive needs assessment**

- On the most recent New York City Progress Report for its high school, the Urban Assembly School for Applied Math and Science earned an "A," with a score of 100% relative to other NYC schools for "college readiness," and 99% relative to other NYC schools for post-secondary enrollment. Nevertheless, we always look for areas where student progress could improve further.
- On the 2011-12 New York State middle school English Language Arts assessment exam, 33% of the students at the Urban Assembly School for Applied Math and Science scored at proficiency level (level 3 or 4). In the "Progress" section of its New York City middle school Progress Report, the AMS middle school students had a median adjusted growth percentile of 57%, which was below the average rate of growth as compared to similar "Peer Group" schools. Although AMS earned a "B" on the New York City Progress Report for middle school, the achievement levels and progress in ELA are important areas where its students can improve their achievement this year and in future years. Increasing student reading levels (particularly among struggling readers in the early grade levels) will not only increase the school's Progress Report statistics, but also is crucial to the long-term success of students. The students who read below grade level in grades six through nine are far more likely to struggle in tenth and eleventh grade coursework; far more likely to struggle on high school ELA, social studies and science regents exams; will have significantly lower SAT scores; and far less likely to graduate "college ready." This initiative is crucial for the long-term success of our students at all levels.

### **Instructional strategies/activities**

- The Urban Assembly School for Applied Math and Science will implement a data-driven, research based approach to help increase its students' reading levels across the grade levels. AMS will compile data by administering the "DRP" reading assessment to all students in grades six through ten three times during the 2012-13 school year (September, January and May). In addition, teachers will administer the Fountas and Pinnell reading assessment for selected students in order to assess specific reading strengths and weaknesses. This data will be tracked on a class and school-wide level.
- AMS will also engage all ELA and social studies teachers in a rigorous professional development program throughout the school year during regular weekly "team meetings," in which all teachers will be trained on workshop and reading strategy instructional techniques. This professional development will also include a review of the AMS ELA curriculum, and to increase the focus throughout the curriculum on Common Core Standards; an increase in reading information texts; an increase in differentiated reading assignments for students at different levels; and a significant increase in the number of minutes devoted to sustained independent reading. (Team meetings and P.D. sessions are twice weekly throughout the school year.)
- AMS will also devote significant resources to the implementation of this initiative. The professional development program will be led by assistant principal Rasaan Ogilvie and middle school humanities team leader Kerri Murphy. Both Mr. Ogilvie and Ms. Murphy will devote at least 50% of their time to the training, mentoring and support of humanities teachers throughout the year. AMS will also purchase substantial numbers of new books to greatly increase the books available for independent reading. The Urban Assembly network is providing resources for the administration of the DRP assessment.
- Teachers will have substantial input into the decision making and strategies that are used. AMS will carry out virtually all professional development and curriculum review in its system of team-based common planning, in which all teachers provide input into daily lesson plan writing and unit planning.
- The timeline for this initiative is to focus in the 2012-13 school year on the implementation of new reading strategies across the grade levels, with three-times a year, formal reading assessments, and significant increases in sustained independent reading. All ELA teachers from grades six through twelve will be trained by September 2012 on Fountas and Pinnell assessments; all ELA teachers will be trained on interpreting DRP assessment results by December 2012; and a

team of middle school ELA teachers will be trained on Wilson (or a similar remedial reading intervention) by May 2013.

- Nationwide, sixth grade students increase their DRP score an average of 4 points during the school year; seventh grade students increase their scores by an average of 3 points; eighth grade students increase their scores by an average of 2 points; and ninth and tenth graders increase their scores by an average of 1.5 points. AMS seeks to have more than 50% of the students in grades six through ten increase their scores from the September to May DRP assessment administrations by an amount equal to or greater than the average for their grade. We also expect at least 75% of our students to be able to answer a survey in which they can state their DRP reading level and articulate one strategy they are using to improve their reading.

#### **Strategies to increase parental involvement**

- The Urban Assembly School for Applied Math and Science will seek to increase its students' reading achievement levels with continued participation of parents. AMS has a tradition of extremely high rates of parental involvement, with over 90% of its parents attending three annual parent-teacher conference sessions. All AMS students have an "advisor" who schedules individual meetings with the parent and student ("Student-Parent-Advisor Conferences") in November, February and June. At these conferences in 2012-13, AMS will reiterate the expectation for all students to read independent reading books at home on a daily basis.

#### **Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

#### **Service and program coordination**

- Using tax levy funding, the Urban Assembly School for Applied Math and Science will create several reduced teaching-load teaching positions (as a school-based option voted upon by teachers). Several of these reduced teaching-load positions will be for veteran teachers and administrators with a demonstrated record of student progress in reading instruction to serve as mentors and "team leaders," in order to carry out this initiative and to meet this goal. Additional funds (tax levy, Title I and Title III) will be used for professional development and to purchase classroom library books for the increase of sustained independent reading. AMS is also seeking grant funding to participate in the NYC Summer Quest program to operate a summer enrichment program for middle school students, aimed at maintaining reading levels (among other objectives) throughout the summer.

## **ANNUAL GOAL #2 AND ACTION PLAN**

### **Annual Goal #2**

- **Common Core Standards and Teacher Support Initiative:** The Urban Assembly School for Applied Math and Science will implement the Common Core Standards in all classrooms and all grade levels, thereby seeking to increase higher-order thinking and college readiness among all of its students.
- Specifically, AMS students in ELA, social studies and science classrooms will have frequent opportunities to ground reading, writing and discussion in evidence from texts. In math classes, students will engage in open-ended problem solving and project based learning. These priorities will be accomplished, in part, through the administration of at least two, Core standards-aligned tasks in each classroom, in grades six through twelve.
- By implementing this goal, we expect 90% of teachers in ELA, social studies, math and science to identify CCLS addressed in at least two core-aligned units, and we hope to maintain or increase the high rate of “college readiness” that the school has demonstrated over the past two years.
- As an additional part of this goal, AMS leadership will provide frequent, low-inference feedback to all teachers regarding the quality and rigor of their instruction. This mentoring and support will include regular visits by administrators and team leaders to all AMS classrooms, at least monthly (and more often for newer teachers). This feedback to teachers will be aligned with the instructional objectives of the Common Core Standards, as well.

### **Comprehensive needs assessment**

- The Urban Assembly School for Applied Math and Science has among the highest rates of “college readiness” of all non-screened high schools in New York City. We seek to place a primary focus on rigorous student achievement --- and aim for all students to demonstrate true college readiness, and not merely a high school diploma. The data in AMS’s NYC high school progress report demonstrates this success. In 2011-12, 52.9% of AMS high school students achieved “4 year college readiness” and over 86.1% enrolled in post-secondary education within six months. Both of these numbers approach the 100<sup>th</sup> percentile for NYC public schools and schools in the AMS peer group. Nevertheless, AMS believes that we must continue to improve these numbers, and must continue to raise the level and rigor of student work at all grade levels, in all subjects, and to expect all students to complete work that demonstrates the ability to succeed in post-secondary education. Therefore, AMS will embrace the Common Core Standards initiatives to increase the reading levels of texts assigned in all subject areas, and to push students to complete more complex tasks with greater independence, which is the hallmark of college- and career-readiness. We must always push our students to do more difficult work in order to prepare them for the post-secondary options they will pursue.

### **Instructional strategies/activities**

- All AMS classrooms in the core academic areas (ELA, social studies, math and science) will plan and implement at least two, Common Core Standards-aligned units of study, culminating in a rigorous, task-based assessment that demonstrates college-readiness. These units will focus on rigorous use of evidence-based writing, problem-solving, and student independence. During the 2012-13 school year, all teachers will be able to identify and show their curriculum materials (shared online) that reflect progressive, year-long instruction building student independence toward task-based assessments. In ELA and social studies classrooms, teachers and students will reflect on their use of evidence in writing; in math classrooms, teachers and students will reflect on student progress in a series of math “projects” using a common rubric across grades six through twelve; and in science classrooms, teachers and students will be developing their use of the scientific method in a series of developmental science labs.
- All AMS teachers will receive high-frequency, low-inference feedback from team leaders. This feedback will be aligned with the NYS and NYC instructional expectations and the Common Core Standards.
- AMS will create School Based Options reduced teaching-load positions for experienced and highly effective teachers to serve as “team leaders” to assist in the writing of new curriculum and mentoring of teachers in these areas. Overall supervision of the team leaders and curriculum will be led by principal David Krulwich, assistant principals Rasaan Ogilvie and Andrea Pompey, and department chairs Tim Jones and Kerri Murphy. The team leaders will aim to visit classrooms of first-year teachers at least once a week, and second-year teachers at least once every two weeks. All other teachers will receive visits and feedback from team leaders at least monthly.
- Curriculum planning and decision making will be effectuated during grade/subject area team meetings, which include all core academic teachers at least twice weekly. AMS uses a system of common planning and shared lesson plans throughout the school, and all teachers have input into the curriculum and planning

decisions.

- The timeframe for implementation of this goal will be for all steps to be completed during the 2012-13 school year. In 2013-14, additional curriculum units will continue to be revised in line with the CCS. At least one core-aligned, task based assessment will be implemented in all classrooms by December 2012, and the second by June 2013.

**Strategies to increase parental involvement**

- AMS seeks active parental involvement through its PTA and SLT, and regularly achieves over 90% attendance at all “SPA Conferences” (Student-parent-advisor meetings that occur three times each year, in November, February and June). At these conferences, parents provide feedback to the teachers on curriculum and instruction, and the AMS parent coordinator conducts surveys (including the NYC DOE parent survey) regarding parent communication and school quality.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Using tax levy funding, the Urban Assembly School for Applied Math and Science will create several reduced teaching-load teaching positions (as a school-based option voted upon by teachers). Several of these reduced teaching-load positions will be for veteran teachers and administrators with a demonstrated record of student progress in reading instruction to serve as mentors and “team leaders,” in order to carry out this initiative and to meet this goal. Additional funds (tax levy, Title I and Title III) will be used for professional development and to purchase curriculum materials to increase the level and rigor of class assignments. AMS is also seeking grant funding to participate in the NYC Summer Quest program to operate a summer enrichment program for middle school students, aimed at providing additional project-based instruction for middle school students throughout the summer.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

- School-Wide Technology Systems Initiative: The Urban Assembly School for Applied Math and Science will implement a series of new technology systems to improve curriculum sharing and documentation, and communication among staff, students and parents.
- Specifically, AMS will implement a new online document sharing system to store and share all core academic unit and lesson plans, across all grade levels and subject areas. The will allow for more effective review and improvement of curriculum and feedback to teachers on instruction. AMS will also use the online system for shared curriculum planning calendars, and for the tracking of classroom visitations by administrators and mentors. In addition, all staff and students will be assigned individual email accounts and log in access, with a new domain name (\_\_\_\_@AMSbronx.org). These email addresses will also provide access for the online document storage, and students will have individual folders for student work, report cards, transcripts and anecdotal information at the end of each marking period.
- AMS will also purchase a license for an online grading system, for which staff, students and parents will all have individual account access to see student grades and progress reports at any time, with log in access available at home or at school.

### **Comprehensive needs assessment**

- AMS believes that some of its greatest success is derived from its self-written curriculum; its strong tradition of communication and common planning among its staff; and rich, one-on-one communication provided to every student and parent in our community. But these traditions and strengths must continue to evolve, and must be strengthened through the use of technology systems.
- AMS staff have a substantial need for a formal online data storage system to support its system of teacher development and team-based curriculum development. All AMS lesson planning is done by grade/subject level teams, with all core academic lessons shared among the teachers at that grade level. These lessons require an online storage system that is available at school or at home, with regular backups to prevent loss of data. This will allow AMS to undergo continuing curriculum reviews and revisions, and for instructional leaders to evaluate where NYS and NYC instructional expectations are being met.
- In surveys and through anecdotal evidence, it is clear that parents and students want greater access to information about student grades and progress, and to be able to view that information at home and with greater frequency. Administrators and teachers express a need to view student progress and attendance information more easily and with more frequent updates.

### **Instructional strategies/activities**

- The Urban Assembly School for Applied Math and Science will implement a Google Apps system for the school, which will include email accounts for all staff and students; an online system of Google Calendars to share curriculum calendars and team meeting schedules; and an online document storage and sharing system (using Google Drive) for all lesson plans and unit overviews.
- Students will also have access to individual folders online for document storage, which will allow students to work on projects and essays at home or at school; this will be particularly helpful to students who do not have reliable access to a computer for school work at home, because they will have access to their school work at the AMS library or anywhere a computer is available.
- By purchasing a license for Datacation's Skedula software system, AMS will allow parents and students to have their own unique log in accounts to see grades and progress reports at any time; this will also improve teacher-student communication by allowing real-time access to grades and assignment feedback. Advisors will work with at-risk students to review their grades and progress in order to identify areas of improvement that are necessary for passing and accumulating credits for graduation.
- Math department chair Tim Jones will devote a significant portion of his time to the planning and implementation of these new technology systems. In addition, AMS will hire a part-time f-status technology coordinator and teacher to work on these projects 1- to 2-days per week.
- AMS will conduct occasional data reviews and assessments, by reviewing the frequency with which students and parents log in to the system to see their progress reports. We will conduct surveys of parents to assess the level of communication regarding their students' progress, and we will look for areas of improved communication as compared to the previous year's NYC Parent Surveys.
- This initiative and goal will also help the school focus on the most at-risk students who are failing to accumulate credits at a rate that will allow on-time graduation (by allowing easier and faster data collection on students who are at risk of failing a course, while there is still time left to assist them in completing

the assignments needed to pass). AMS will track the percentage of students who failed to accumulate 10 or more credits in high school in the previous year; will use the new technology systems to identify at-risk students and meet with them proactively in December-January and May-June to encourage completion of coursework; and will assess whether these systems helped increase the percentage of students that meet the 10-credit standard for yearly progress toward graduation.

- The timeline for the implementation of these systems will be to roll-out and train all the stakeholders on the various systems over the course of the 2012-13 school year, aiming to have 90% of classroom lesson plans shared online by the end of the school year, and 75% of the students checking their online progress reports by the end of the year. We expect to gradually increase the number of parents checking the online systems, providing parents with log in information at parent conferences, and aiming to achieve over 50% parent log in by the end of the school year. We will introduce the system at the first parent conferences in November 2012; increase participation at the second conference in February 2013; and aim for 50% parent participation by June; during the 2013-14 school year, we hope to achieve 90% of students and 75% of parents checking their progress online.

**Strategies to increase parental involvement**

- The implementation of new technology systems at AMS is intended to directly impact instruction (through improvement of shared lesson planning), data assessment (through centralized data analysis), and parental involvement. The online document sharing system will allow students to show their parents student work at home; will allow teachers to communicate more regularly with parents via school email accounts; will allow parents to log in to the Datacation system to check real-time progress reports for their children; and will allow the sharing of school calendars on-line.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- The Urban Assembly School for Applied Math and Science will devote substantial resources to meet the goal set forth here. Tax Levy funds will be appropriated to staffing (for math department chair Tim Jones and an additional part time technology coordinator and teacher) to implement the new technology systems that will support instruction, communication and shared planning among teachers, and feedback for parents and students. Additional federal funds and NYSTL funds will support purchases of upgraded technology equipment and software, and further grant funding will be actively sought.

### 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	Small group reading instruction (Wilson, Ramp-Up, and other supports, depending on grade level)	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
Mathematics	Basic skills and number sense remediation, based on Connected Math and Everyday Math curriculum materials.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
Science	Small group support with key assignments from normal school curriculum.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
Social Studies	Small group support with key assignments from normal school curriculum.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling --- individual or group sessions, depending on needs of student (2 school guidance counselors, 1 school psychologist)	Mostly 1:1, with some small group counseling sessions.	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The Urban Assembly School for Applied Math and Science uses a variety of strategies to maintain the highest possible standards of qualifications for its teachers.

For teacher recruitment, AMS organizes a team of veteran teachers to participate in the recruitment process, and we seek candidates from the NYC Teaching Fellows program, Teach for America, through the Open Market Transfer system, and also by attending open houses at various local graduate schools of education. We actively seek candidates who have substantial undergraduate and graduate level coursework in their areas of instruction.

For retention, AMS conducts regular meetings with all teachers (at the beginning and end of the school year) to discuss “career path” options and to provide mentoring and support for teachers hoping to pursue a career in teaching (or in school leadership). AMS actively encourages its teachers to continue with further graduate coursework and to earn additional degrees that lead to “highly qualified” status.

AMS also has a school-wide system of professional development that is tailored to the individual needs of each teacher. We focus our P.D. on a system of grade/subject level team meetings --- with veteran teachers and administrators acting as “team leaders” for twice-weekly meetings and P.D. sessions for every core academic teacher in the school.

## **PARENT INVOLVEMENT POLICY (PIP)**

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***

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;
- 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>Jonathon Green</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>241</b>
School Name <b>9X241UA Applied Math</b>			

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

Principal <b>Kenneth Baum</b>	Assistant Principal <b>David Krulwich</b>
Coach <b>Tim Jones/Data Specialist/Math</b>	Coach <b>Kerri Murphy English Lead Tchr</b>
ESL Teacher <b>Rahsaan Romain</b>	Guidance Counselor <b>Kia Mack</b>
Teacher/Subject Area <b>Francis Daniel/ELL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Lyl Urena/Foreign Language</b>	Parent Coordinator <b>Jason Rivera</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Jonathon Green/Patrick Fagan</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>607</b>	Total Number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>9.56%</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. 

9) In order to meet their needs as English language learners, the LAP team includes the Assistant Principal, David Krulwich, and either Francis Daniel or Rahsaan Romain (ESL Teachers) who will do an informal oral interview with both the student and parent. Both the Assistant Principal and ESL teacher will review the curriculum as well as the ESL services provided by our school. If needed, the ESL teacher will use the NYCDOE translation service by phone in order to make sure parents have a full understanding of our school's curriculum.

2) As part of our parent outreach program, The LAP planning team will have a new student orientation in order to speak with and welcome new students into the first full week of school. In this orientation, the assistant principal (David Krulwich) and ESL teachers (Rahsaan Romain and Francis Daniel) will describe the Free Standing ESL program that is adopted by our school and explain options offered by other schools in the area. The members of the LAP planning team who conduct the initial screening are: David Krulwich (Assistant Principal), Andrea Bennett (Assistant Principal), Francis Daniel (ESL Teacher), and Rahsaan Romain (TESOL teacher). Each member of the team will be provided with forms in both the family's native language as well as a form in English. All newly admitted students complete a Home Language Survey upon registering with the school, and are administered the LAB-R within the first week of entry if the survey indicates that a language other than English is spoken at home.

3) In order to ensure informed parent choices, members of the LAP team consult with parents of ESL students interested in enrolling at AMS to explain the ESL program and compare it to the specific ESL needs of their children. The parents will then receive a detailed explanation about our ESL program and will be given an entitlement letter to explain how it differs from Transitional Bilingual Education and Dual Language Programs offered at other schools. Additionally, all returning ESL students and newly admitted ESL students will receive a School Selection Survey for parents, with directions in their native language. Before leaving, all members of the LAP team will collect the Parent Survey and Program Selection forms from parents. As a result, all incoming students chose to remain at AMS, which led to a growth in our over-all ELL population.

Students who qualify to take the LAB-R are given the test by one of our ESL teachers within the first full week of school, after looking at the home language surveys of incoming students who are not already identified as receiving ESL services.

4) After analyzing the data and conversing with parents about what is the best program for their children, students will be placed in our free-standing ELL Program. Parents are invited to an open house discussion and PowerPoint presentation in both English as well as their native language that explains the ELL freestanding program their child is enrolled in.

5) So far, all parents who have come to the open house have agreed to keep their child in our free-standing ESL program. As per the parents' request, all students receive pull-out and push-in services.

6) Due to its past success, our parents have welcomed our Free Standing ELL program as a means to have their children successfully

graduate High School and enter College.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>							11	13	5	15	5	7	2	58
<b>Total</b>	0	0	0	0	0	0	11	13	5	15	5	7	2	58

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	8
SIFE		ELLs receiving service 4-6 years	24
		Special Education	20
		Long-Term (completed 6 years)	26

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

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	
Dual Language										0
ESL	8		1	24		9	26		10	58
Total	8	0	1	24	0	9	26	0	10	58
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### 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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**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							10	10	4	14	5	7	2	52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3		1				5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>13</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>58</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1) Middle school ESL students will attend a self-contained ESL Literature class, where they will focus on building language through literacy. Additionally, an ESL teacher will provide push-in support during main academic classes for our beginner and intermediate students, all high school ESL students, and those who are receiving SETSS services during the ESL Literature period. Our 33 advanced students (as determined by 2011 NYSESLAT scores) will receive a minimum of 180 minutes per week of ESL assistance, our 19 intermediate students will receive 360 minutes and our 6 beginner students will receive 540 minutes.

2) Students are grouped in blocked classes heterogeneously. Individualized literacy instruction is based on data from previous exams and current in-class assessments, and is focused on the child's most difficult modality of literacy: reading, writing, listening, or speaking.

3) Each student writes a goal for improving in this area, and this is shared with parents and teachers. Additionally, parents and teachers are provided with suggestions on how they can help each individual student. Teachers are given both internet as well as written resources that incorporate visual and tactile resources that add to their understanding of the text.

4) When needed, we provide staff who are fluent in Spanish or Translation Services using the DOE Helpline. However, we currently have no students requiring assessments in their native language. The majority of our ESL population, as well as several members of our staff, speak English and Spanish. In addition to our certified ESL teachers, the school employs two certified foreign language teachers who teach Spanish, all whose certifications are on file. When necessary, use of the Spanish language to those Spanish speakers is dependent on the individual language needs of the Spanish-speaking student, and native language glossaries are available to students in each subject area. Those ESL students with Special Education needs will also receive regular assistance from our Special Education Coordinator, Mr. Spalding, as well as the special requirements set aside for each individual student based on their IEPs. ESL staff members will continue to oversee students transitioning out of the ESL program for one year in order to provide any needed support.

5)

- a. Although we currently do not have any SIFE students, we are planning to have more small group individualized literature instruction taught by one of our ESL teachers in order to ensure SIFE students more regular individualized attention.
- b. Students who have been in the US for 1-3 years are given smaller literature classes, with 6-8 students, at the end of the day with one of our certified ESL teachers.
- c. ELL students who have been receiving services for 4-6 years receive push-in services in their main academic classes 3 times a week by one of the certified ESL teachers in order to help them master their new language, and aid them from moving from BICS to CALP by

## A. Programming and Scheduling Information

reviewing new academic vocabulary in their newly adopted second language.

d. Long-term ELLs are also given push-in services in their main academic classrooms by their certified ESL teachers 3 times per week in order to help them attain mastery in their second language.

6. Teachers of ESL students use the SIOP model of instruction in their classrooms in order to help ELLs with solving and completing long-term goals. They are given written and internet materials by ESL teachers and administrators in order to help them effectively accelerate the language development of ELLs.

7. Our school uses a rotating schedule that allows ELLs to have a variety of different classroom experiences in the course of a week. By having both small group instruction as well as whole class instruction (with push in) students are able to gain experience functioning in varied environments. Additionally we have health paraprofessionals in order to help some of our ELLs with physical disabilities.

All of our courses are taught in English with the exception of our Spanish Native language course which is taught in Spanish to native Spanish speakers.

### Courses Taught in Languages Other than English ⓘ

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

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

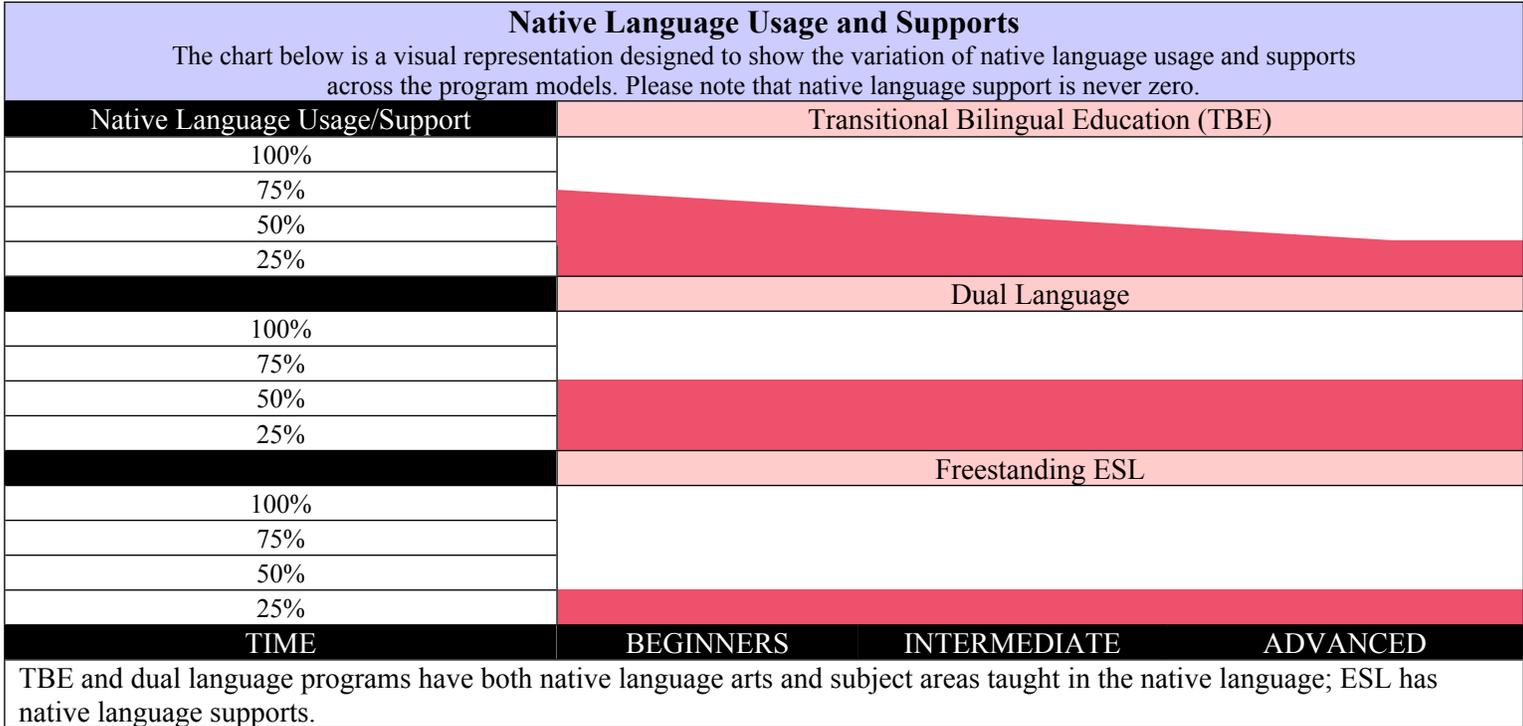
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



**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?

8) In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. We do this in their ELA and mathematics skills classes which they regularly attend. Each of these classes are either taught by Mr. Romain (our ELL instructor) and Mr. Daniel or are pushed-in by Mr. Romain and Mr. Daniel depending on their needs. Generally, in English, students are given support in reading, writing, listening and report their findings orally.

In Math students are given concrete application of mathematical principles as well as using and mastering academic language that increases their CALP.

9) For those students who have tested out based on their NYSESLAT score, they continue to get extra time for all of their assignments and in addition to this they are frequently met by Mr. Romain or Mr. Daniel to check up on the progress they are making in each of their major subject classes. Additionally, they are given electives that help them utilize English to express themselves by writing dialogue, poetry and other methods that utilize the English language in new and creative ways.

10) To help our ELL population we will offer afterschool and Saturday programs that support ELL students and allow them to receive extra help in their major subject areas. We will continue to staff ELL programs that we began last year and in addition involve more content area teachers in the process, making the programs more relevant to the content being covered in class.

11) We do not plan on discontinuing any of the services we have offered in the past.

12) Instructionally, ESL students are allotted access to our school rolling laptop carts in order to allow students to play interactive language learning games. In addition to this, each class that ELL students attend is equipped with video projectors. This allows all classroom teachers to implement ESL instructional strategies by providing visual support for new vocabulary. All ELL students are encouraged to attend after-school enrichment programs, homework help and Saturday programs for additional support.

13) All ELL subgroups are allowed to use laptop carts as well as educational programs such as Brain Pop that aid in the Reading, Writing and cognitive development of our ELL population. They do so in their Literature, Spanish, English Math and Science classes when it is aligned with the curriculum.

Text books as well as online resources are used in all main academic classes to be utilized for ELLs and non-ELL students alike. However, our ELL population is often supplemented with a variety of workbooks and online resources used to help them obtain both visual and auditory understanding of the material covered in class through listening stations, and online access through lap-top carts that add to their understanding of the material covered in class.

14) Our newly enrolled ESL students are spoken to and assisted by Mr. Romain or Mr. Daniel when they first enter our school. Our certified ELL instructors (Mr. Romain or Mr. Daniel) inform them and their parents of online activities that can be done at home, on the internet for free, that can help them with their acquisition. For ESL students to master their primary language, our school offers a native Spanish speaking course that allows them to become more fluent in their native tongue.

Our school does not offer a Dual Language or Bilingual course. However, we do offer a native spanish course that utilizes online resources to help native speakers master their primary language

15) Our junior high school ELLs are given an extra literature course to help them develop fluency in English. In addition, these classes are small (6-15 students) and utilize several modalities of learning including visual, auditory and tactile to help Junior High school students master their new second language.

In high school, students are given push-in services during their main academic classes. The push-in teacher is a certified ESL teacher who helps clarify vocabulary and helps the student build upon what they already have learned in junior high school to help them master their new second language.

16) Before entering the school year, newly arriving ELLs are met by either Mr. Daniel or Mr. Romain and discuss what services they have had in their old school as well as what they believed was the most helpful things teachers in their last school did to help them to understand English in a way that made sense to them. We then try to utilize this feedback to help plan their additional services here at our school.

17. We offer a Spanish for Native Speakers course.

### 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.

1) The ELL department together with the Special Education Department meet once a week for an hour to discuss skills and strategies that will help them teach their self contained classes more efficiently, as well as how to have a greater impact when pushing into their students' major classes.

2) We provide the staff with meetings to help them understand the needs of ELL students from middle to high school. We give staff members helpful websites and teaching strategies and materials that will enable them to be more effective when teaching ELL students.

3) Every month, Mr. Romain goes to one team meeting per grade for each subject and goes over skills, strategies and materials teachers can use for ELL students in order for them to more effectively meet their needs in the classroom. In addition to this, during our monthly staff meetings David Krulwich and Francis Daniel give helpful skills strategies and materials that can help teachers assist their ELLs reach their full potential in their main academic classes.

### 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?

1) Parents are always welcome at our school. We encourage parental involvement within our school. The ESL teacher and parent coordinator will hold a series of 5 workshops for parents on the first Saturday of each month, beginning in the spring on topics such as: using internet resources for ELL students and their families, College Preparation, how to assist children with homework (demystify High School assessment) NYC resources for ELL parents and students, etc. Translation services will be provided and refreshments served for parents in attendance.

2) We don't partner with any Community Based Organizations or other agencies to hold workshops for parents. The school provides these for parents to familiarize them with the school, its free-standing ELL program and resources they can use at home to help their children achieve cognitive academic language proficiency.

3) The LAP team determines the needs of the parents after debriefing them through informal and formal meetings. The LAP team then uses this information to help plan workshops and programs for parents.

4) We will provide an informational handout that goes over everything in the workshop as well as online references and resources that are available to parents. During these sessions, parents will be able to ask questions and discuss specific topics they would like information about that are not covered in these workshops. In addition, during the monthly SLT meetings the ESL Coordinator and other members of the LAP team will inform parents in attendance of the progress and plans for students in our ESL program. Parents in attendance will then be able to discuss our Free-Standing program and give feedback and suggestions for future workshops and activities.

## 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)									1	5				6
Intermediate(I)							3	5	3	5	3		1	20
Advanced (A)							8	8	1	5	2	7	1	32
Total	0	0	0	0	0	0	11	13	5	15	5	7	2	58

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	6			11
7	4	9			13
8	1	4			5
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		5		2				11
7	1		8		4				13
8	1		2		2				5
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		3						5
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	2		2	
Integrated Algebra	15		14	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	12		12	
Physics				
Global History and Geography	9		8	
US History and Government	2		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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.

1) According to the NYSESLAT grades we have received, many of our ELL students struggle with reading critically for information and understanding. Due to this fact, our literature courses have been structured to include many more critical reading passages that expand in length and difficulty as the year progresses in addition to analytical questions and longer writing assignments. This enables them to get a deeper and more analytical understanding of the literature's main idea, plot, setting and character development in the text.

In order to do this effectively we utilize Fountas and Pinnell leveled reading books to provide appropriate leveled reading books based on our students' reading levels in order to determine which books to use for both small groups as well as whole class readings. This allows us to collect more effective data on our ELLs second language proficiency and growth as we prepare for our school's language curriculum across all grades.

2-4) As we look across all grade levels our school has found that 6th and 7th grade ELLs (based on both in class tests as well as our NYSESLAT and LAB-R) need help understanding on grade level reading text, yet are on grade level for listening, speaking and writing. However, in 8th grade our ELL population is able to read, speak and listen at grade level but needs help writing at grade level. In order to counteract this pattern, our school is going to focus more heavily on both reading and writing in 7th grade in order to make our ELL population proficient writers by the 8th grade.

In 9th and 10 grade our ELL population is able to speak and listen at grade level but are behind in both reading and writing. In order to get them academically proficient in their second language we are going to focus heavily on leveled reading books (using Fountas Pinnell) in addition to the whole class text as well as additional long term writing assignments especially designed by our push-in ESL teachers. This will help our ELLs get an extra practice and help which should increase their CALP. According to our in-class as well as our state tests (both NYSESLAT as well as Regents Exams) our 11-12 grade ELL population is proficient at reading, listening and speaking at grade level, but struggle with writing. Therefore, both push-in as well as academic teachers are working closely to address syntax as well as errors in the structure of our 11th-12th graders writing by helping them outline, draft and revise their written assignments before their final drafts are due. This takes place both in class as well as after school in our "homework help" room.

4) A. Most of our ELL students fare slightly better in their native language classes than they do in their standard English classes; however, the ELL department works closely with our Spanish department in order to help create new ways to modify instruction for those ELL students struggling with their cognitive academic language proficiency.

4) B. The school leadership uses the periodic assessments to determine class placement as well as how to best modify the curriculum to fit the needs of our ever-changing population of ELL students. By focusing on the learning modalities both the teachers and administration have been able to modify the classes and material covered to better address the needs of our students. By utilizing Fountas and Pinnell in small reading groups and printing out copies of the academic vocabulary utilized by our teachers (thereby making these words and their definitions more accessible to our ELL population across all grade levels) we have been able to give our ELL population the extra time and help they require to be academically successful in a small setting as well as a whole class environment.

4) C. What the school has learned by looking at in-class, NYSESLAT and state exams is that using some native language dictionaries and words next to their english counterparts, along with pictures, and leveled reading books allows intermediate and beginning ELLs to understand and interpret the material covered in class, thereby, allowing them to have more success than they did when these materials and techniques are not utilized.

6. Each year, Assistant Principal David Krulwich and Data Specialist Tim Jones complete a spreadsheet analysis of student progress on ELA exams. They compare the progress of general education, special education and ELL students. Progress is monitored to ensure students are progressing. This year, we will also assess the reading levels of all middle school students.

### **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

<b>School Name: <u>Urban Assembly for AMS</u></b>		<b>School DBN: <u>09x241</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Kenneth Baum	Principal		12/16/11
David Krulwich	Assistant Principal		12/16/11
Jason Rivera	Parent Coordinator		12/16/11
Rahsaan Romain	ESL Teacher		12/16/11
	Parent		12/16/11
Francis Daniel/ELL	Teacher/Subject Area		12/16/11
Lyl Urena/Foreign Language	Teacher/Subject Area		12/16/11
Tim Jones/Data Specialist/Math	Coach		12/16/11
Kerri Murphy/English Lead Tchr	Coach		12/16/11
Kia Mack	Guidance Counselor		12/16/11
Jonathon Green	Network Leader		12/16/11
	Other		12/16/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 241      **School Name:** Urban Assembly for AMS

**Cluster:** 1      **Network:** CFN 105

**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.

All documents given to students are produced in both English and Spanish. Families with other language needs are translated by appropriate staff members or the Translation Services provided by New York City Department of Education.

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.

Using both phone translating services as well as written translating services to communicate with parents has worked extremely well and has allowed our school to have an excellent attendance rate of over 90% for our parent teacher conferences.

## 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.

Our school uses a combination of in-house services (staff members and DOE call-in translating services) as well as parent volunteers in order to make sure our students and their families get translated copies of all of the material handed out from the administration to parents.

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.

The school uses a call-in translation service provided by the DOE in order to make sure parents of students are able to talk to teachers and staff members working at our school who interact with their child on a daily basis. These services are used whenever a parent of a child whose language we do not have access to in-house would like to talk to or needs to be contacted by a teacher, administrator or non-teaching staff member.

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>.

The school uses the translation and interpretation services for any documents where families must be contacted regarding any critical document and communication that needs to be provided to the parent regarding the education, health, safety and well-being of their child. In addition, families are provided translated documents for events and schedule changes that may effect the school calendar or any function at the school so that parents may be adequately informed about the educational atmosphere at their child's school.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Urban Assembly School for AMS	DBN: 09x241
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 58
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our rationale for our afterschool program is that our ESL population needs supplemental reading and writing support to close the gap between their cognitive academic language proficiency and that of their native English speaking peers. We offer after-school reading and writing programs designed to help students gain a greater understanding of grade-appropriate reading which include guided reading groups. These groups help students gain a greater understanding of the academic language they will be facing in their core academic classes.

Our afterschool subgroups of the ESL/ELA program will be held from October 2012 through May 2013, Mondays, from 3:15 - 5:15, and will service all ELL students in grades 6-8. The program identifies ELL students and ELL students with IEP's who are struggling in any core academic class. Once these students are identified, they are provided with after-school reading material that is designated age-appropriate by the ELL Coordinator Mr. Romain in conjunction with their academic reading and writing teacher. The ESL Teacher teaches afterschool programs.

Additional reading instruction will take place during the after-school programs. The after-school instructors will ensure that ELL strategies are implemented effectively and assess the implementation of the program. During the spring, additional focus will center on the skills needed for the NYSESLAT and the ELA exam, and will also include a Saturday Academy for ELLs in agrades 9-12, with additional help for ELL's at risk of low scores on High School Regents Exams. The Saturday Academy will occur on a series Saturdays, February through May, from 9-1, leading up to the June exams. The ESL teacher will be teaching the Saturday Academy.

The language used in instruction will be English. However, translation dictionaries are available to students as needed to help foster student independence to look up new words encountered in the readings, improve vocabulary and grammar in essay writing, and use the correct parts of speech in English.

After-school reading groups will use listening centers and assorted non-fiction and historical fiction books on tape (145th Street Stories, The Fantastic Mr. Fox, Characters and Conflicts, Bang, Scorpions, The Beast, Living up the Street, The Stranger, The Diary of Ann Frank, To Kill a Mockingbird, The Little Prince, Great Expectations, Night, The Catcher in The Rye, The Stranger and The Oedipus Cycle). Students will improve listening skills in groups of five which helps to build their understanding of fiction and non-fiction and will also be a part of the ELA and NYSESLAT exams. Students build verbal skills by orally presenting the books to demonstrate understanding of the text. Students will respond to comprehension questions using various ELA strategies and write short and extended responses based on

### Part B: Direct Instruction Supplemental Program Information

the listening of the text. Students will use tactile responses to draw and describe scenes from what they hear.

Teachers use LCD projectors to support the ELL students in their reading. They provide a visual frame of reference for social studies readings such as the differences in geographic locations, customs from different parts of the world as well as major historical changes in weaponry, inventions, and technological references. For science readings, projectors will be used to provide visual aids of scientific concepts, charts, graphs, and natural disasters that support texts. LCD projectors also help students prepare for the NYSESLAT through scene explanations as well as develop written and oral language.

### Part C: Professional Development

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

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

Begin description here:

The rationale for Title III Program teacher professional development will be to have them participate in sustained professional development that will help them to support ELL's in the after-school and Saturday program.

Title III teachers will participate in a study group focusing on the SIOP Model but will cover additional topics as well such as: Modeling within Lessons for ELL's, Questioning Techniques for Teachers of ELL's, BICS and CALP, Comprehensible Input, Scaffolding for ELL's, etc. These study groups will take place at minimum, 3 Wednesdays, 2/27, 3/27, and 4/24/13 from 3:15 - 5 PM.

### Part D: Parental Engagement Activities

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

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

Begin description here:

The rationale for parent engagement is to involve parents so they can help support their child. Parents of ELL students will have three conferences per year, November, February and June; the info will be backpacked home and follow-up calls to parents will be made. Parents will have one-on-one meetings

**Part D: Parental Engagement Activities**

with the child's advisor about his/her progress during the marking period.

Our licensed ELL teacher will attend the meetings with the parent and advisor to provide additional feedback and suggestions for ways to increase the success of the ELL student. In addition, we will provide translation services at all of those meetings to assist with communicating effectively with the parents. We will also show parents how to use free on-line services that will help their child in reading, math and history.

Mr. Romain, our ELL Coordinator, will work with the Parent Coordinator, Mr. Rivera, to plan and facilitate three 2-hour long workshops for parents of ELL's, 3/13, 4/10, and 5/8/13 from 5-7 PM, that will provide parents with additional information to support their children. Information about these meetings will be backpacked home and follow-up calls made so that parents will attend them. Topics will include: On-Line Resources to Support the ELL Child (to help their child with reading, math, history), Education Outside the Classroom for ELL's, Creating Home Conditions to Support Learning for ELL's, Family Literacy in Both Languages, Social and Emotional Development for ELL's and College Information and Application Support for ELL's.

**Part E: Budget**

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

Allocation Amount: \$0

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>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
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>		
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: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		