



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE NEW SCHOOL FOR LEADERSHIP AND THE ARTS (FORMALLY JOURNALISM)

DBN : 10X244

PRINCIPAL: DOLORES PETERSON

EMAIL: DPETERS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASCHELL

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](#).

Name	Position and Constituent Group Represented	Signature
Dolores Peterson	*Principal or Designee	
Mark Gryslo	*UFT Chapter Leader or Designee	
Valeria Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kudeen Rose	<i>Parent Member</i>	
Barbara Hayes	Parent Member	
Andrea ArtisNeequaye	UFT Member	
Pedro Reyes	UFT Member	
Michelle Terrell	UFT Member	
Nancy Acosta	UFT Member	
Myrna Ramos	<i>Parent Member</i>	
Denise Cantel	<i>Parent Member</i>	
Jessica Valle	Parent 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students in the following sub-groups: SWD, ELLs, lowest one-third citywide, and Black and Hispanic boys will increase their ELA scores, thereby closing the achievement gap and increasing or exceeding our total points earned by 1.5 as indicated on the 2013 Progress Report.

Comprehensive needs assessment

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

N.S.L.A. students have consistently experienced small, but steady progress in their ELA and Math scores over the past three years. Although still not at 100% proficiency, each year our General Ed. students have reached goals set by our CEP, despite obstacles that are still beyond our control, primarily the school's double entry registration. As we continue with a strong common core curriculum, consistent data based instruction, and targeted interventions, we expect our students to continue making gains in both math and ELA. One of our challenges; however, has consistently remained achieving greater improvement rates for our sub-groups.

As indicated on our 2011-2012 Progress Report, we earned 5.54 points out of a possible 17 for the following targeted groups: English language learners, students with IEPs, black and Hispanic males in lowest third citywide, and the lowest third citywide. Using the same identifying markers as last year, we have identified those students who qualify for these sub-groups for 2013. Addressing the needs of students in these sub-groups addresses the needs of over 50% of our student population.

2012 Closing The Achievement Gap in ELA

Sub-Group	Total # of Students	% Proficient	Points Earned out of 17
SWD Self Contained	79	5.1	0.22
SWD – ICT	19	15.8	0.06
SWD – SETSS	38	15.8	0.17
		75% Growth Percentile	
ELLs	188	53.7	0.39
SWD	125	60.8	0.31
Black & Hispanic Males Lowest Third	142	50.7	0.35

2013 Closing The Achievement Gap Goals for SUB-Groups – ELA

Sub-Group	# Students	% Proficient	Points Goal for 2013
SWD Self-contained	58	7.1%	.47
SWD – ICT	30	17.8	.31
SWD – SETSS	57	17.8	0.42
		75% Growth Percentile	
ELLs	176		0.64
SWD & Related Services (4)	145		0.56
Black & Hispanic Males			0.60

Our goal is to increase points earned for each sub-group by .25, thereby increasing the percentage of students scoring proficient in the above sub-groups. Total extra points earned will increase by 1.5 from the increase in these 6 categories alone.

Instructional strategies/activities

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

The strategies selected to improve ELA achievement in our sub-groups vary, but all are designed to improve instruction and learning. All students will be assessed during the month of September to determine the groups and programs that will best meet the needs of the students. Additionally, all students have access to sports teams, numerous clubs, and programs after school and Saturday. These programs are designed to deliver specific instruction according to the needs of the students, provide remediation or enrichment instruction, and follow up on student progress and grades. All students, regardless of the sub-group, scoring Levels 1 or 2 are required to attend After School Intensives and Saturday Academy. Students who have been identified as proficient by teachers have access to all programs.

Beginning in September 2012, in collaboration with Teacher’s College, we will implement a reading and writing program for ELLs known as STEPS-G. STEPS-G, which is designed to improve reading comprehension and writing proficiency for ELLs, by supports our ELLs in obtaining a deeper understanding of reading and writing concepts through the following lenses: Social, Technological, Economics, Political, Scientific, and Geography. ELLs are also encouraged to attend ELA Intensives on Tuesdays and Thursdays and our Saturday ELL Academy. During these classes skills are taught and/or reinforced using Achieve 3000 in Spanish for our newcomers; Achieve 3000 in

Spanish and English for our transitioning bilingual students, and Achieve 3000 in English only for our Advanced students. In addition to Achieve 3000, our ELLs will follow the same Common Core curriculum as our general ed. students and be held accountable for mastering the Common Core Learning Standards along with their classmates.

Beginning in September 2012, all SWDs will be assessed and IEPs revisited to ensure the least restrictive program and mainstreaming options are considered. By the end of September, student needs will be identified and programs, both in-school and after school will address SWD's individual needs. Achieve 3000, Wilson, and Rewards along with our challenging Common Core curriculum and instruction will be used to move our special education students to the next level and ensure progress.

During the summer of 2012, a think tank consisting of teachers, coaches, and administrators met to determine which programs had proven successful at N.S.L.A. for moving students toward proficiency, paying special attention to programs that were successful in moving our boys. Plans were made to ensure that after school programs were ready with a curriculum relevant for boys and matched with teachers who have proven successful teaching boys. These programs will be in place by October 1st. To support the instruction of our Black and Hispanic boys, we reviewed our after school academic programs and how best to ensure the attendance of boys in these programs. We then created clubs and counseling groups that would engage boys and would include in each curriculum the monitoring of their achievement, their attendance in all programs, and their test and class work progress. Reinforced in the by-lines of every club, after school program, and sports activity is the rule that boys must exhibit progress in all their classes to participate.

After school programs designed to engage our Black and Hispanic boys are; Gamestar, Scientific Photography, Landscaping, Computer Research and Homework Help, African Drumming, Band, Art, Kane Team and Cadets. Sports programs include basketball, soccer, softball and track. Academic after school programs include ELA and Math Intensives and Saturday Academy. All teachers receive copies of progress reports and report cards for boys in their program. Attendance is monitored by School Counselors who oversee and monitor student academic progress, socio-emotional concerns, and attendance to determine if students can remain in their club.

By mid-September 2012, we will assess our bottom third to ensure that all students in this sub-group are receiving targeted academic interventions with attendance and progress monitored by their counselors.

All students will be engaged in a challenging, rigorous common core curriculum focusing on evidence based writing, text dependent questions, depth of knowledge questions, text complexity and vocabulary. In September, students will take the school baseline and in October, the Acuity benchmark. In October, students will take the Achieve 3000 assessment to determine a baseline as well as Lexile levels. In December, students will take the second Acuity Benchmark, and in January, students will take the first of the school's tri-annual assessments designed to measure reading and writing improvement, vocabulary, and mastery of grammatical skills. Students who are sliding or off track will be identified and interventions analyzed for effectiveness and adapted to meet the needs of these students.

Second marking period grades, along with the results of the assessments from September to January, will be closely analyzed for identification of students who are excelling, on track, sliding, or off track.

Strategies to increase parental involvement

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

SLT parents are first informed of our plans to address academic improvement and are invited to participate in the planning of the school's goals. Students who need strategic interventions or who are Level 1's or 2's are identified through baseline assessments and ELA and Math scores, and parents are called in to meet with counselors to ensure their understanding of the student's academic status. Counselors then discuss our assessment and intervention plans and receive agreements from parents that they will support the student at home and allow the student to attend our after school and Saturday programs.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Title I Funds, Title III Funds and TL Fair Student Funding have all been used in Galaxy (Per Session Category) in order to pay teachers to work afterschool and on Saturdays in programs that focus on improving reading, writing, math, and language acquisition skills. Teachers who work programs that target our ELL population are funded with Title III funds.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 100% of our Common Core curriculum units will be aligned with school assessments, unit assessments, tri-annual assessments, mini-lessons, learning standards, text based questions and periodic research projects.

Comprehensive needs assessment

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

During the 2011-2012 school year, teachers and administrators created and implemented eight challenging ELA Common Core units which we will continue to improve throughout the coming year. Our school created units will be implemented in addition to the bundles provided by EngageNY. During last year's implementation, teachers noted that Acuity assessments were not aligned to the State ELA tests, nor were they aligned to the Common Core.

The 244 team agreed there was a need to develop grade-level comprehensive assessments aligned to the skills, strategies, and content found in our CC units. We will create these assessments to address domain-specific vocabulary, grammar and mechanics, reading comprehension, writing development, text based questions, and text dependent answers. Assessments in alignment with the instructional and learning demands of our challenging curriculum are essential if students and teachers are to be held accountable for instruction and learning.

Instructional strategies/activities

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

In September 2012, three months of CC units will be reviewed and used to develop the first of our tri-annual assessments. The assessment will be sectioned to include vocabulary, grammar and mechanics, reading comprehension, writing development, content, and text based responses. The first of our tri-annual assessments will be administered in Dec.-Jan; second in March; and the third in June 2013.

The results of these assessments will be analyzed by teachers to determine the effectiveness of their instruction and progress of students. Students will analyze and respond with a written reflection that addresses incorrect answers, corrections and next steps. Administrators will review the results to determine which teachers/classes/students are struggling with instruction and/or learning.

Strategies to increase parental involvement

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

A copy of the tri-annual assessments will be presented at the SLT meeting along with the units. As in the past, our parents have requested that we share the topics and results with them to give them an opportunity to gather resources to support students in their learning. By October, parents will receive a calendar of assessments, progress reports dates, and report card dates for the entire school year.

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Other

If other is selected describe here: ARRA RTTT Citywide Instructional Expectations

Service and program coordination

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

TL MS Task force and TL Fair Student Funding will be used to pay teachers Per Session in order for teachers to meet after school to create Common Core Instructional Units and Assessments.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

“To maximize opportunities for teachers to learn and grow in their practice,” by June 2013, all administrators will be proficient in using Teachboost as our observation tool, and 100% of our teachers will have received Teachboost observation reports with 90% using the teacher/administrator and the peer observation interactive features.

Comprehensive needs assessment

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

Specific and consistent feedback grounded in a shared understanding of best practices is key to supporting teachers as they improve their instructional practice. Improved instructional practice supports improved student academic achievement. Just as student assessments will be aligned with Common Core Learning Standards and Curriculum (Goal #2), N.S.L.A. is committed to aligning teacher observations with teachers’ and the school’s instructional goals, professional development, Common Core Learning Standards, Danielson’s Framework, and unit and lesson objectives.

Instructional strategies/activities

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

By October 2012, our TeachBoost online observation tool will be populated with the names and emails of all N.S.L.A. teachers and administrators and all teachers will receive instruction on its use during observations. Demonstrations will also be given on interactive lesson conversations and personal growth. By January, all administrators will use the program for informals aligned to the Citywide Instructional Expectations for 2013.

Throughout the year, Our ELA and math coaches will facilitate collaborative meetings once a week to discuss key instructional practices and progress based on feedback from administrators and peers, and school trends indicated by Teachboost.

Strategies to increase parental involvement

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

By November 2012, parents will be invited to attend workshops conducted by teachers and administrators. Parents will become familiar with best practices among teachers and learn how they can support each other. During these workshops parents will engage in

conversations about the alignment of the Common Core Standards, Curriculum and the school instructional goals. Throughout the year parents will be kept informed of changes involving instructional practice support for their child.

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Other

If other is selected describe here: FHI 360 Network Funds

Service and program coordination

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

Teachboost and training for Teachboost use have been paid for by FHI360.

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	Extended Session	Small groups	37 ½ After school
	ELA Intensive Extended Day Program – Application of reading skills and reading and writing strategies using complex text and vocabulary. Kaplan Focus on Reading Acuity	Small groups and one to one	Extended Day – (after school) and Saturdays
	Achieve 3000 ELA/Math Study Hall	Large groups Small groups and one to one	During the school day During the school day
	ELA/Math Saturday Academy Acuity ELA Triumph Learning Common Core Clinics Achieve 3000 Empire State ELA	Large groups	Saturdays
Mathematics	Extended Session	Small groups	37 ½ After school
	Math Intensive Extended Day Program – Focus on math concepts and skills. Triumph Learning Common Core Clinics in Math Empire State Math	Small groups	Extended Day – (after school) and Saturdays
	Study Hall Math/ELA	Small groups, one to one	During the school day
	ELA/Math Saturday Academy	Small groups, one to one	Saturdays

Science	Science Extended Day Program Scientific Research Homework	Large and small groups	After School
	Science Enrichment	Large and small groups	After school
	Science Clinics	Large and small groups	During school
Social Studies	Study Hall	Small groups	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory Health, Social Emotional well being, reading/writing with details	All classes, large and small groups	During school
	Small group counseling	Small groups	During and after school
	Individual counseling	One on one	During and after school

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 teacher turnover rate at M.S. 244 is minimal, usually with either one teacher leaving a year or none. Retention of teachers is the key to obtaining a culture of learning, consistent, high quality instruction, and to improving and modifying a rigorous and effective curriculum. To support our teachers, M.S. 244 does the following:

- Allows teachers to share yearly goals with administration
- Schedule professional development either in-house or contracted to address teacher goals.
- Administration shares school's goals, requirements and non-negotiables with teachers with clear accountability expectations and time frame.
- Instructional initiatives are modeled and discussed with administration encouraging staff members to provide input.
- Peer collaboration occurs once a week.
- All staff members have access to a Lead Teacher in each subject area.
- Accountability activities are discussed with results shared with all teachers. For example, all assessment results are shared at collaborative meetings. Student writing is analyzed at collaboration meetings.
- Administration conferences with teachers following informal observations in a supportive manner.
- Lead teachers facilitate professional development activities.
- Contracted professional development activities are supported and scheduling modified to allow entire departments to attend.
- Counselors work closely with teachers and parents monitoring and supporting struggling students.
- Teachers are honored throughout the year for student progress and/or student support.
- Teachers have an opportunity to work with small groups of highly committed students in non-academic activities.
- Teachers have many opportunities to interact with each other and administration in sports competitions or social events.

PARENT INVOLVEMENT POLICY

School Year 2012-2013

Parents, guardians and families of students at The New School for Leadership and The Arts (M.S. 244) will be provided with the opportunities to participate in the Parent Teacher Association, School Leadership Team, and parent workshops. Our focus is always to build strong home/school partnerships, family literacy, and family math, and to provide workshops which promote an understanding of performance standards, the new promotional criteria, parent volunteer program and accessing the services of community resources.

To encourage parent involvement at Middle School 244 we will continue to:

- Conduct a Title I Annual Parent meeting to discuss the allocation of Title 1 funding for the year
- Support parents in their role as the first teacher through workshops and activities
- Conduct monthly Parent Teacher Association meetings
- Offer the Parent Teacher Association monthly meetings with the Principal
- Engage parents in the School Leadership Team process and regular meetings to share information and plan collaboratively
- Hold yearly orientation meetings for parents with classroom teachers, supervisors, guidance and related service providers
- Distribute all notices in English and Spanish, and support our parents who speak other languages.
- Ensure that the Title I funds allocated for parental Involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Compact
- Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.
- Provide technical support for those parents needing assistance with Aris, Engrade and the DOE accountability system
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Establishing a Parent Resource Center/ Lending library, instructional materials for parents
- Translate all critical school documents and provide an interpreter if needed

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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;
- provide bilingual translation and service

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;;
- set limits to the amount of time my child watches television or plays video games;
- ensure their child participates in an extracurricular activity which fosters academic support such as, extended day, Rhoer club, and /or team sports
- 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;;
- take part in the school's Parent-Teacher Association or School Leadership Team Meeting, Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- monitor my child's internet access including any social network such as facebook, triwitter, and my space
- become familiar with the school, district, citywide and State assessments and plan to prepare my child for test experience

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
- informing an adult of any conflict involving self or other students
- always try my best to learn.
- wear appropriate attire to school
- not bringing electronics into the school building

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 10	Borough Bronx	School Number 244
School Name The New School for Leadership&The Arts			

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

Principal Ms. Dolores Peterson	Assistant Principal Ms. Sayi Neufeld
Coach n/a	Coach n/a
ESL Teacher Mr. Pedro Reyes	Guidance Counselor Ms. Nancy Acosta
Teacher/Subject Area Mr. Jose Cabral (Bil Math)	Parent Ms. Yoania Vargas
Teacher/Subject Area Ms. Maritza Dorta (NLA)	Parent Coordinator Ms. Hernandez
Related Service Provider Mr. Little	Other Asst. Principal Eduardo Mora
Network Leader Michael Selkis	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	705	Total Number of ELLs	170	ELLs as share of total student population (%)	24.11%
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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. [①](#)

1. In an attempt to successfully identify potential ELL students in our school, we created a team consisting of seven highly qualified and competent individuals that will be working year long to ensure that all the proper steps required for the initial identification of students who may possibly be ELLs are followed. The team is made up of the following members: one bilingual (English/ Spanish) assistant principal, one bilingual school counselor (English/Spanish), one bilingual (English/Spanish) teacher, one ESL (English/Spanish) teacher, one testing coordinator, two bilingual (English/Spanish) family workers and one school aide. The assistant principal is responsible for conducting the informal interview with parents and students in English and Spanish. In the event that a family's native language is other than English or Spanish, the appropriate steps are taken to ensure that an interpreter in the appropriate language is present. The assistant principal in collaboration with the bilingual school counselor a bilingual teacher and the bilingual parent coordinator are responsible for administering the Home Language Identification Survey (HLIS) along with scheduling the orientation meeting with all parents of new arrival students. During the orientation meeting the bilingual guidance counselor, the ESL teacher and the bilingual parent coordinator meet with parents to clarify any misconceptions or questions regarding the three program choices (TB, DL, Freestanding ESL). An orientation video is shown to all parents of English Language Learner students. Based on the HLIS and the parent selection form, we determine if the student is mandated to take the LAB-R. Once students are mandated to take the LAB-R have been identified, the testing coordinator prepares the materials and develops a schedule for the bilingual (English/Spanish) teacher to administer the LAB-R to all eligible students. All Spanish speaking students eligible for ESL services based on the LAB-R scores are administered the Spanish LAB.

To make sure that all ELLs attending our school take the NYSESLAT, the testing coordinator runs a series of ATS reports (e.g. RLER, RLAB). Once all ELLs mandated to take the NYSESLAT have been identified, a testing schedule including a list of the ELL students, the proctors assigned to them, room assignments and components of the NYSESLAT are distributed to all teachers. Professional Development is conducted two weeks prior to the NYSESLAT for all teachers assigned to proctor the NYSESLAT. The PD consists of familiarizing teachers with the four components (Listening, Speaking, Reading and Writing) of the NYSESLAT. At the beginning of each school year, the NYSESLAT scores are reviewed to identify ELL students and determine eligibility for ESL services.

2. As stated previously, our bilingual school counselor in conjunction with the ESL teacher and the assistant principal are responsible

for scheduling on-going parent orientation meetings to ensure that all parents understand all three program choices available for ELLs. The following is a description of the process, outreach plan and timelines: within the first ten days of a students' admission to our school, parents will receive a Home Language Identification Survey. They will later be scheduled to attend a parent orientation meeting. During this meeting, parents will receive a parent survey and program selection form. The bilingual counselor, Parent Coordinator, and ESL teacher will guide and assist parents by using an orientation video and answering any questions they have regarding the three program choices. In the event that a parent's program selection does not match the program being offered at our school, the bilingual counselor notifies parents when the program becomes available. This is done by sending letters, emails, and telephoning parents.

3. Once students eligible for entitlement letters are identified, the school mails parents an invitation to attend a parent orientation meeting. A copy of the entitlement letter along with the parent survey and selection of services form will be attached to the official invitation. Parents are asked to bring the Parent Survey and Program Selection Form with them during the parent orientation meeting, after which time, they are asked to complete them. These forms are collected at the end of the orientation. If forms are not returned, the school aides are assigned to call parents and encourage them to send in the form. Once these documents are collected, three copies are made, and a copy is given to the parent, one is placed in the student's cumulative record and the final copy is stored in the testing coordinator's office.

4. We review the Parent Survey and the Selection of Program Form to place ELLs in the appropriate ESL instructional program based on parent's choice on specific ESL instructional programs. Once students have been placed, a copy of the entitlement or the continuation letters are sent home in the parent's native language. We have ongoing conversations with parents explaining different programs in an attempt to help them understand and better select the program that's best for their child. Parents of new arrivals and second year ELLs typically request for their children to be placed in bilingual programs. In the event that a parent's program selection does not match the programs being offered at our school, parents are informed of other schools that do offer their selected program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, data shows that parents of Spanish speaking newcomers tend to select the Transitional Bilingual Education Program, however, once these students have been in the country for more than three years, parents tend to select the Freestanding ESL program for their child. In cases where the newcomer students speak a language other than Spanish, the parents tend to select the freestanding ESL program rather than the Transitional Bilingual Program.

6. The ESL programs that we currently offer are in direct alignment with the programs selected by parents.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							3	4	4					11
Total	0	0	0	0	0	0	4	5	5	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	170	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	43
SIFE	28	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	25

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	68		8	4		2				72
Dual Language	0	0	0	0	0					0
ESL	38		5	35		18	25		10	98
Total	106	0	13	39	0	20	25	0	10	170

Number of ELLs in a TBE program who are in alternate placement: 0

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							9	29	30					68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French		0												0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other							2	8	5					15
TOTAL	0	0	0	0	0	0	11	38	35	0	0	0	0	84

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: n/a

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	32	31					86
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	6	3					10
TOTAL	0	0	0	0	0	0	24	39	34	0	0	0	0	97

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. Instruction for the ELLs population in our school is delivered through a combination of organizational models. We offer a combination of Push-In (Co-Teaching), Pull-Out and departmentalized models to better service our students.

1b. In terms of program models we developed class schedules that allow students to travel based on grade levels for Math, Science and Social Studies and proficiency levels for ESL/ELA and NLA.

A. Programming and Scheduling Information

2. In an attempt to ensure that our staff adhere to the mandated number of units of support for ELLs in our school, bilingual teachers along with ESL providers are given class schedules to follow for the school year. These schedules are developed based on the mandated instructional minutes stated on NYS CR 154. ELA and NLA instructional minutes are scheduled within the class instructional programs, and these subjects are delivered through a departmentalized model. The ESL support service on the other hand is delivered through a combination of instructional models, which include: departmentalized, push-in and pull -out.

3. For our TBE, the content areas are delivered using a departmentalized model. These content areas are taught in students' native language and use a variety of instructional approaches to support content comprehension and language enrichment development. These approaches include but are not limited to: the usage of technology to enhance students learning experience, translation of key terms from L1 to L2, field trips to ensure hands on experience and project-based learning and assessments.

4. To ensure that ELLs are appropriately evaluated in their native languages, teacher-created diagnostic baseline assessments are developed by all content area teachers at the beginning of the school year. These content area assessments are administered to all TBE students in their native languages and for students participating in the freestanding ESL programs, they are given the opportunity to take their assessments in the language of their choice. Throughout the school year, TBE students are systematically administered content area unit tests in their native language. These assessments are created as a result of continual collaboration among ESL, Bilingual and monolingual teachers along with the administrators.

5a. SIFE students in our school have the opportunity to experience an array of instructional strategies and educational support. Some of these instructional strategies include push-in services for small groups, providing specific students with small group instruction in order to maximize learning and to strengthen weak areas.

5b. Our plan for ELLs in US schools less than three years (newcomers) is to continue our ELL Saturday Academy with the purpose of providing additional services on Saturdays. Teachers in the Saturday Academy use a variety of instructional approaches to enrich language development. Some of these approaches include, but are not limited to: the usage of technology to enhance students learning experience, field trips to get hands on experience and translation of key terms from L1 to L2.

In an attempt to meet NCLB requirements of ELA testing for ELLs after one year, we are continuing the implementation of the writing and reading initiative for ELLs that we initiated last year. ESL teachers use a variety of resources and instructional strategies to enhance the reading and writing skills of our ELL students. These resources include but are not limited to the Rewards program, which is a reading and writing program designed to support students who are experiencing difficulties with their reading and writing skills and Achieve 3000 a literacy computer program. In addition we are presently collaborating with Teachers College, Columbia University on a federally funded project to support 8th grade Latino students' academic writing in English. The project is entitled STEPS to Literacy and it provides a digital space for English Language Learners focusing on writing in the areas of science and social studies.

5c. Long-term ELL students will receive a series of instructional support which will enable them to become English proficient. They will receive ELA instruction as well as ESL services as part of their class schedules. AIS and ESL teachers will target at-risk students focusing on long-term ELLs. Teachers assess students in order to identify individual deficiencies and plan programs to strengthen their skills.

6. Our plan for ELLs identified as having special needs is to provide them with ESL services as well as special education services. Students will receive small group instruction based on their individual needs. The ESL teacher will be responsible for providing additional support for language acquisition while the special education teacher concentrates on the student's individual needs as specified in the IEP. These students are also encouraged to participate in additional academic after school and co-curricular programs to strengthen their language skills.

NLA, ELA , ESL and Special ed teachers meet regularly to collaborate and develop academic units that are in alignment with the Common Core Standards. During these meetings, teachers share instructional strategies and ESL teaching methodology to accelerate English language development for ELLs. Teachers of ELL-SWDs use grade-level materials to support instruction and use videos, audios and translation of key terms from L1 to L2 as a way to support student comprehension.

A. Programming and Scheduling Information

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			
NLA	Spanish			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Our academic intervention services target our ELL students in the same manner as our English proficient students. Our targeted intervention programs for ELLs in ELA consist of providing all ELL students with the opportunity to participate in Achieve 3000, Rewards reading and writing program, ELA Intensive after school program with a concentration on improving reading and writing skills for ELLs, ELLs Saturday Academy sessions, one on one tutoring and small group instruction. Junior Scholastic magazines in English are distributed to the students to take home everyday with explicit instructions to read or/ to discuss with parents an article that was discussed in class. Our target intervention programs for math includes using River Deep and Acuity to strengthen students' areas of deficiencies in math. ELLs are strongly encouraged to attend the ELLs(Spanish) Math Intensive after school program and the ELL Saturday Academy which include help with math and literacy skills as well as the arts. As a targeted intervention for social studies and science, we provide students with Bilingual(English and Spanish) dictionaries, and schedule weekly visits to the science lab and the distance learning center to conference with museums around the world. We are presently collaborating with Teachers College Columbia University on the STEP to literacy project. This project is a Federal funded project to support Latino students' academic writing in English focusing on the areas of science and social studies.

9. Our plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT consists of providing students with small group instruction and one to one tutoring. Students reaching proficiency on the NYSESLAT are mandated to attend the ELA intensive after school and the Saturday academy programs. Former ELLs will continue to receive extended time on assessments as a test accommodation.

10. Last year we started a partnership with Teachers College, Columbia University on implementing a federal founded project to support 8th grade Latino students to help them improve their writing skills in English. The project is titled STEPS to Literacy and it provides a Digital Space for English Language Learners focusing on writing in the areas of science and social studies. Our ESL and Bilingual teachers attended several professional development meetings and collaborated with the Columbia University staff members in gathering resources to support ELA units. We decided to expand this program by incorporating the 7th grade bilingual students as well. ELLs will meet in small groups throughout the school day with ESL providers to work on writing mechanics, grammar, paragraph structure, and essay development.

Rewards is another tool that the ESL teachers are using to target these skills. Rewards is a sentence refinement writing program designed to support students who are experiencing difficulty with their writing skills. Ongoing communication between the ESL and the ELA teachers is essential for the success of the writing initiative. There will be ongoing discussions and instructional planning between the ELA and ESL teachers.

11. We will not be terminating any services or interventions designed to help ELLs academically. We have a strong commitment to helping close the achievement gap and to showing academic gains with our ELL students.

12. Our school offers an array of after school and Saturday academic and extracurricular programs. These programs include, but are not limited to: Morning Arts (Dance, Visual Arts and Chorus), NSLA Drumline, African Drumming, African Dance, Chorus, Girls' Basketball, Soccer/Flag Football, ELA Intensive, Math Intensive, Honors Math and ELA program, Honors Bilingual ELA and Math

program. Saturday Academy and Saturday ELL Academy. We rely on correspondence, meetings and phone calls to ensure that ELL parents are consistently informed about these programs.

Parents are encouraged to attend workshops in technology, parenting, and school operations, and we encourage parents to join our parent organizations such as School Leadership team and Parent teacher Association. Many of our parents and their children attend our parent communication workshops facilitated by a Cornell University professor and The Bronx Teen Health Center at St. Barnabas Hospital.

We anticipate expanding our efforts to promote Family Literacy. If funding is available we would like to open an English class for parents. We feel that Family Literacy is the most valuable support that we can provide for our ELL students.

14. The ELLs in transitional bilingual classrooms receive texts in their native language. They also receive explicit ESL instruction during specified ESL periods. The ELLs in monolingual classrooms receive the same textbooks as all students on the grade. In addition to the texts, ESL teachers provide supplemental material such as graphic organizers, adapted texts, highlighted texts and other resources. All staff members receive professional development specifically to improve instruction for English language learners. We are using the SIOP model as the basis for professional development. Faculty members are trained on how to make content more comprehensible through the use of visual aides, graphic organizers, adapted text and other supplemental materials. Our school is working with the entire staff to create an ideal learning environment for our ELLs. Monolingual teachers regularly attend conferences and workshops that focus on teaching ELLs. In addition, the bilingual and ESL teachers work with the monolingual teachers to create inclusive lessons for ELL students.

The ESL and bilingual teachers are currently in the process of improving our ELL library sections. We currently have a number of texts in both English and Spanish. These libraries are leveled allowing our ELLs to choose a book based on readiness.

The ESL and bilingual teachers at our school are a part of our literacy department. Having the department organized in this fashion allows for maximum communication between the ELL teachers and the Language Arts teachers. Students' ESL and Language Arts teachers closely monitor the progress of the transitioning students. If a student struggles during this transitional period, additional support is provided through either push in or pull out ESL services.

15. Our beginning and intermediate students receive a minimum of 360 minutes of ESL instruction per week and our advanced students receive a minimum of 180 minutes of ESL instruction per week. The amount of ESL instruction our students receive is in compliance with the mandated number of minutes required under CR Part 154. ELLs in the mainstream classroom are grouped into classes according to their English Proficiency. This allows for students with similar need to receive ESL instruction in the same setting.

Explicit ESL instruction is delivered as a class in the transitional bilingual program and through the pull out model in the monolingual classrooms. During the pull out sessions explicit ESL instruction is delivered. Explicit ESL instruction plays an important role in the teaching of our students. During pull out sessions, a safe environment is created where students can practice, interact, discuss, and experiment with the English language. Teachers scaffold speaking, listening, reading and writing instruction to improve skills with developmentally suitable activities that facilitate transition into higher level academic tasks. During the Push in sessions the ESL teacher goes into the Language Arts classroom to provide additional support for the ELLs. This instruction follows the SIOP model where both a content goal and language goal are created by the ESL teacher and the teacher provides supplemental material in the form of rewritten texts, highlighted texts, key vocabulary sheets, graphic organizers, and other suitable materials aimed at making content more comprehensible for the English language learner.

16. Our newly enrolled ELL students are scheduled to meet with a school staff member before they begin the school year. The purpose of this meeting is to acquaint students with their teachers and the building. They are introduced to a classmate who will meet them on their first day of school and walk with them for the first week. During this meeting students are given a class schedule, a list of school supplies and they receive information about school uniform and policies.

17. ELLs in our school are active members of our school community. Our school has two academies with two distinct concentrations, one focuses on the Arts while the other academy concentrates on the Sciences. ELLs in our school are given the opportunity to select some electives in their native language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

The following professional development and support will be available to all staff members this school year:

----Destination Reading & Destination Math Training (Ongoing throughout the year)

---- Achieve 3000 Training

--- DOE sponsored professional development for ELLs

----SmartTeq training in order to integrate technology in the instruction of ELLs

----Understanding ELLs (Every Thursday from 2:35- 3:15 P.M.)

1. During our Thursday collaboration sessions, staff members meet with members of our counseling department and school leadership team to discuss how to integrate lessons with real life experiences. In addition, staff are supported with materials (high school directories, audition procedures, and testing samples) discussing the high school opportunities for all our ELL, special education, and general education students. Attendance sheets are distributed after every session and are kept in the ELL supervisor's office.

2. Our Bilingual Guidance Counselor is actively working with ELLs and their parents through the high school articulation process, she is also conferencing with ELL teachers on how they can assist students during this transition.

3. Destination Reading & Destination Math training will take place 10 days throughout the year where there will be 6 hour trainings on how to monitor student comprehension, use the software to plan whole class lessons, individualize the instruction, and closely analyze the data to make sure that the proper next steps are followed.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. At the beginning of the year a survey is sent to all parents. This parent survey includes a list of topics which support parents with their child's academic needs. The selection of topics are obtained through parent members of the School Leadership Team the prior year. Parents are also encouraged to list choices not included in the survey. In addition parents are asked for the best time possible to conduct these workshops. For the ELL population, we provide translation in all workshops. Finally, the school understands that our ELL population may encounter language and cultural barriers which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student.
2. The school partners with several CBO's that provide workshops to the entire school community. Our partnership with St. Barnabas Hospital is long standing and one in which doctors from St. Barnabas comes in every Friday to speak to our eighth grade students regarding relationships, sex, and drugs. In addition we work closely with some of the CBO's to address such subjects as immigration, finding resources in a new country, learning English and resume writing.
3. Parents are given several surveys throughout the year as areas of concern arise in the school community. These forms are created by our staff members and parents during school leadership meetings and teacher meetings. In addition our CBO's use their own forms to determine workshops and their outcome.
4. Parental involvement activities are frequently changed as a result of the surveys, parent meetings and changes in school population. Activities are identified at the beginning of the school year through surveys distributed during parent meetings, PTA and school leadership meetings. We offer several parent and teen communication workshops to discuss topics such as the high school articulation, how to communicate with your teen, interpersonal relationships, peer pressure, how to use Engrade, high school readiness, and discussing promotional requirements.

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)							7	27	22					56
Intermediate(I)							7	19	18					44
Advanced (A)							15	19	23					57
Total	0	0	0	0	0	0	29	65	63	0	0	0	0	157

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	11	7				
	I							2	14	15				
	A							10	21	28				
	P							12	5	2				
READING/ WRITING	B							3	13	12				
	I							7	19	16				
	A							15	19	23				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	9	1	0	16
7	20	15	0	0	35
8	14	22	6	0	42
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	2	2	8	0	3	0	0	0	15
7	9	2	15	8	7	0	3	3	47
8	5	2	11	7	10	7	2	3	47
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									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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

Paste response to questions 1-6 here

1. Our school uses the LAB-R and the Spanish LAB Assessments as the primary tools to evaluate the newcomers. For students who have already taken the Lab-R and the Spanish LAB assessments in the past, we administer a series of in school assessments throughout the school year to determine students' literacy skills. These assessments include; literacy department baseline at the beginning of the school year, Acuity assessments throughout the year, Literacy department unit tests at the end of every unit, literacy performance tasks to assess student mastery of the Common Core Curriculum requirements and other teacher made assessments. In addition, each student has a portfolio containing specific writing pieces demonstrating academic growth.

2. After an in depth analysis of the data collected from the Lab-R and NYSESLAT, we concluded that our students are performing far below their academic grade level when entering our school. This is especially true of our newcomers. The data also shows a deficiency in all modalities (reading, writing, speaking and listening).

3. Our ESL, bilingual, lead teacher and content area teachers use the data to focus and drive their instruction. The teachers focus on the areas of need indicated by the data to build these skills and to scaffold instruction to build on the strengths that the students already have. Using the data allows us to target specific skill sets needed by specific students. The data also allows us to monitor progress informing us when we need to re-teach or if the student is proficient, which would indicate that the student is ready to move on to the next skill.

4. According to our data findings ELL appears to be improving their English proficiency. There appears to be a direct correlation between the length of time in our school exposure to English and language acquisition. We have found that within two years children generally have or gain as much command of English as they have in their native language. This of course depended upon the amount of formal education ELLs received in their country. This holds true regardless of grades. That is, we have found that our 7th and 8th grades success or deficiencies depends on prior educational instruction.

The school leadership team and teachers use the result of the ELL Periodic Assessments to ensure that appropriate instructional materials and software is purchased in order to enhance after school programs and academic intervention programs.

5. N/A

6. The school uses the ELL periodic assessment in various ways. First, it is used as a tool for placement in a particular (Bilingual or ESL) class. Next, it is used to group students within classroom and determine special instruction and support. Finally it is used to drive instruction. The school is learning that there has been improvement in English acquisition over time. Data reviews a general improvement in language acquisition by students from one year to the next. The native language is used to teach abstract concepts and to "fill in the gaps" when a student needs information in his native language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Dolores Peterson	Principal		
Ms. Sayi Neufeld	Assistant Principal		
Ms. Aurora Hernandez	Parent Coordinator		
Mr. P. Reyes	ESL Teacher		
Ms. Yoania Vargas	Parent		
Mr. Jose Cabral/ Bil. Math	Teacher/Subject Area		
Ms. Maritza Dorta/ NLA	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Nancy Acosta	Guidance Counselor		
Michael Selkis	Network Leader		
Ms. Hernandez	Other <u>Parent Coordinator</u>		
Mr. Little	Other <u>ESL Teacher</u>		
Ms. Luke	Other <u>Testing Coordinator</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10x244 School Name: New School for Leadership&The Arts

Cluster: 5 Network: CFN 511

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

Part A: Needs Assessment Findings

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

At the start of our school year we sent home a school wide survey to all parents at The New School for Leadership and The Arts to determine the appropriate language spoken at home. In addition, all new parents are asked to fill out a home language survey which determines the main language spoken at home. After reviewing the data our findings determined that the majority of our families speak Spanish as their primary language at our school. The other languages identified were Nepal, Arabic and Bengali.

To ensure appropriate channels of communication for our parents we will make sure that all letters, flyers and any communication are sent home translated into its appropriate language before being distributed.

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

The New School for Leadership and The Arts findings discovered that the majority of our families speak Spanish or other languages other than English within their homes. These findings were shared with our staff during monthly professional development session. Strategies and interventions were discussed to assist the families to become more knowledgeable regarding the children's educational experience. This information was also shared with our parents at our School Leadership Team, Parent Teacher Association Meetings, and during Parent Teacher Conferences. Our parent coordinator also displays schools information, correspondences, and invitations to workshops in parents' native language on the community bulletin board within the school and in her room.

Part B: Strategies and Activities

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

Data collected in our Parent survey and the Home Language Identification Survey provided us with the information needed to fulfill the Chancellor's Regulation A-663 regarding parental notifications. It was found that the majority of parents are Spanish speaking. With that in mind we will send every letter translated into Spanish, but also make certain that if another language is needed we will use our in house staff, the Translation and Interpretation Unit or an outside vendor. If by chance an outside vendor is needed we will use our Title 1 or Title III funds for payment as directed by SAM Memo no. 57, FY 13. All written material including permission slips, progress reports, discipline codes, registration papers, medical permission slip, lunch forms and discharge papers will be translated in the parents' Native language.

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

Our in house staff, parent coordinator or bilingual counselor are ready to assist and use translation equipment available at all meetings and events for parents. This includes the translation and interpreting between administrator, parent teacher conferences, parent meetings and parent to parent encounters. If by chance our in house staff, parent coordinator or bilingual counselor are unable to provide oral interpretation services we will obtain services through the DOE Translation and Interpretation Unit or an approved DOE contacted vendors.

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 New School for Leadership and The Arts community will provide parents in their native language with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. This document will contain the procedures for ensuring that parents in need of language access services know where to go and how to obtain assist to prevent any language barriers. In addition we will post a multilingual sign in our primary entrance and within the parent coordinator's office indicating the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #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: Middle School 244	DBN: 10x244
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: 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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

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 Title III program focuses primarily on improving student reading and writing abilities. The following data is analyzed in order to determine grouping as well as what specific reading and writing skills need to be addressed:

- NYS ELA Proficiency Levels
- NYSESLAT Levels
- Reading and Writing Baseline Results administered in the month of September

During our Saturday ELL Academy students work in small groups as determined by the English Proficiency Level. This program services grades 6-8, and meets every Saturday from 8:30am-12:30pm beginning 11/17/12-3/31/13. All ELL and former ELLs were invited to participate. Students work with ELA and ESL teachers who focus on improving English reading and writing skills. Teachers use the following programs: 1) Empire State NYSESLAT ESL/ELL by Continental Press. 2) Achieve 3000 at no cost to title III 3) Acuity

Our ELA/Math Intensive is also offered to all ELLs and former ELLs. This program focuses on preparing students to meet proficiency on both the NYS ELA and Math Assessments. The program started 11/14/12, ends 3/29/13, and meets every Tuesday and Thursday from 3:25pm-5:25pm. Teachers focus primarily on those students who will be administered the NYS ELA Exam for the first time. Students are introduced to the format of the exam, review reading skills related to nonfiction, and practice their reading and writing skills. The Math Intensive focuses on the writing part of the exam, hence reinforcing the writing skills taught during ELA Intensive.

Teachers use the following materials during this program: NYS Progress ELA, Achieve 3000, NYS Progress Math, and Acuity Math.

Instruction is in both English and the Native 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

Part C: Professional Development

Begin description here: Due to the significant academic achievement gap among our ELLs, this school year we are offering a series of ongoing in house and District network sponsored professional development trainings focusing on helping ESL and ELLs teachers to address the academic needs of the English Language Learners. These professional development sessions will be available to all teachers and staff responsible for the delivery of instruction and services of ELLs. One of the primary focus of these PD sessions and workshops will be around the Common Core State Standards (CCSS) and how they relate to the ELLs. These PDs and meetings include but are not limited to; NSLA Collaborative Planning Sessions led by the administrative team, the ELA and Math Coaches and other DOE facilitators. NSLA Collaborative Planning Sessions are scheduled for every first, second and fourth Thursday of the month for forty seven and a half minutes focusing on three major instructional components; the development of literacy and math units that are in alignments with the Common Core State Standards, Creating effective and meaningful lesson plans and Data Analysis (looking at student work). During these sessions ESL and teachers of ELLs will be provided with effective research based instructional teaching strategies to support the ELLs population. Below you will find a list of additional Professional development trainings and workshops offered to NSLA teachers to enhance their instructional practice with the goal of improving ELLs academic achievement in Literacy and Mathematics.

----Destination Reading & Destination Math Training (Ongoing throughout the year)

---- Achieve 3000 Training

--- DOE sponsored professional development for ELLs

----SmartTeq training in order to integrate technology in the instruction of ELLs

----Understanding ELLs (Every Third Thursday from 2:35- 3:15 P.M.)

Teachers instructing/servicing ELLs will receive additional professional development as follow:

1. During our third Thursday collaboration sessions, staff members meet with members of our counseling department and school leadership team to discuss how to integrate lessons with real life experiences. In addition, staff are supported with materials (high school directories, audition procedures, and testing samples) discussing the high school opportunities for all our ELL, special education, and general education students. Attendance sheets are distributed after every session and are kept in the ELL supervisor's office.
2. Our Bilingual Guidance Counselor is actively working with ELLs and their parents through the high school articulation process, she is also conferencing with ELL teachers on how they can assist students during this transition.
3. Destination Reading & Destination Math training will take place 10 days throughout the year where there will be 6 hour trainings on how to monitor student comprehension, use the software to plan whole class lessons, individualize the instruction, and closely analyze the data to make sure that the proper next steps are followed.

Part C: Professional Development

??????

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: After a series of parent interviews and several parent meetings it was evident that a vast majority of ELLs parents were unaware of the state wide academic requirements and expectations for students to be successful. We were obliged to develop a series of intensive workshops and trainings to prepare parents to provide effective and relevant support to their children at home. These workshops consisted of simple home strategies on how to monitor and support students in completing school assignments, the use of technology as a tutorial tool to improve student learning, Parenting skills and how to navigate our engrade system to keep track of their child's daily academic progress. We also created a survey for our ELLs parents in their native language at the beginning of the school year to identify specific topics of interest and concerns to use as guidance for the development of future workshops. In an attempt to accommodate the majority of parents, they are asked to provide the best time possible to conduct these workshops. Finally, the school understands that our ELL population may encounter significant language and cultural barriers which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student.

2. The school partners with several CBO's that provide workshops to the entire school community. Our partnership with St. Barnabas Hospital is long standing and one in which doctors from St. Barnabas comes in every Friday to speak to our eighth grade students regarding relationships, sex, and drugs. In addition they run a series of parent workshops on communication throughout the years to ensure ELL parents are kept up to date on the latest information to improve learning for the the ELL population.

Part D: Parental Engagement Activities

Furthermore, the CBO's provide our families with useful information on such subjects as immigration, finding resources in a new country, learning English and resume writing.

3. Parents are given several workshops throughout the year as areas of concern arise in the school community. These workshops are created and offered by our CBO's with the collaboration of the PTA and the SLT. In addition we offer several parent and teen communication workshops to discuss topics such as the high school articulation, how to communicate with your teen, interpersonal relationships, peer pressure, how to use Engrade, high school readiness, and discussing promotional requirements. [?][?]

Part E: Budget

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

Allocation Amount: \$20364

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	17,933	Teachers will be paid per-session during the ELA/Math Intensives as well as for The NSLA ELL Saturday Academy.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2,431	Supplementary materials that will be purchased for ELL students: Continental Press- Empire State NYSESLAT Gr. 6-8, Finish Line for ELLs, Phonics and Word Study, and Vocabulary Links.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	20,364	

