



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

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

PRINCIPAL: NANCY RODRIGUEZ LEWIS

EMAIL: NRODRIG2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL (IA)

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy Rodriguez Lewis	*Principal or Designee	
Clare Reilly	*UFT Chapter Leader or Designee	
Renee Padmore	*PA/PTA President or Designated Co-President	
Digeda Perez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Denise Scarano	Member/ Chairperson	
Tiesha Jones	Member/ Title I & Parent Rep.	
Lisi Biono	Member/ Parent Representative	
Laure Sambolin	Member/ Parent Representative	
Rubin Cruz	Member/ Parent Representative	
Lucy Lamont	Member/ Parent Representative	
Nancy Soria	Member/ Parent Representative	
Liz DeJean	Member/ Teacher Representative	
Clara Kaplan	Member/ Teacher Representative	

Michelle Allen	Member/ Teacher Representative	

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

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **When planning lessons, teachers should reference the specific learning needs of students within the class and provide different entry points and instructional activities that are scaffold to meet the needs of all students as identified through data analysis. School leaders should monitor the use of differentiated instructional strategies as part of the observation process. (SQR pg.3)**
- **School leaders should develop a system to analyze and disaggregate ELA data for students in all identified subgroups. School leaders will assist teachers in using this data to plan and align ELA instruction to meet the specific needs of students. Teachers will use the data to set clear academic goals and interim benchmarks for their students. This benchmark data will be used to provide targeted academic interventions for individual students, as indicated, throughout the term. School leaders will provide professional development (PD) to ensure that teachers are able to use the data and will monitor its use during formal and informal observations. (SQR pg.2)**

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June, 2013:

- **Teachers will use the CCLS to plan units of study, lessons and adapt and design performance tasks and math models aligned to the CCLS**
- **Teachers will continue to show progress and increased proficiency in the use of differentiated instruction for planning lessons in content areas, thereby increasing student learning in the classroom.**
- **Teachers will increase their understanding and use of data analysis for planning instruction.**
- **Materials, books and general supplies, totaling \$18,494.00, will be purchased to support instruction that is scaffold to meet the needs of all students as identified through data analysis and for those students receiving small group targeted Academic Intervention Services.**
- **Teachers will increase their understanding of what quality teaching looks like by deepening the school community's comprehension of "Charlotte Danielson's *Framework for Teaching*.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- **Teachers in all grades will create a monthly unit plan embedded with performance tasks and math models which have been aligned to common core learning standards using teacher created rubrics and the plans will have multiple entry points. In winter, and again in spring, two plans will be submitted as per The Citywide Instructional Expectations.**
- **As a result of the increased proficiency in the use of differentiated instruction, projected gains in the NYS ELA examination scores will be measured using assessment tools such as Benchmark Assessment, unit projects and portfolios.**
- **As a result of analysis of data and instructional decisions based upon the data, a projected gains in proficiency in the NYS ELA examination scores will be measured using assessment tools such as Benchmark Assessments, unit projects and portfolios.**
- **Using the *Danielson Framework for Teaching as downloaded from NYSEDU website the principal and the AP will visit classrooms for at least ten minutes (observations) and give teachers feedback within 24 hours on the selected competencies (see below**) exclusive of the mandated clinical observations.**

**Teachers and school staff: Until a collective bargaining agreement is reached, principals and administrators will continue to observe and rate teachers and relevant school staff within the guidelines of existing labor contracts. The instructional expectations provide an opportunity for formative feedback and support.

Budget and resource 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.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants X Other-describe here: **Focus monies if appropriate**

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).
- **Classroom teachers, support staff, coaches and assistant principal will support teachers with monthly unit plans, performance tasks, math models, and lessons with multiple entry points. Working during common planning time and SBO time, grade teams will design and adapt the unit plans, tasks and rubrics as well as look at student work for evidence of success. The AP and coaches will review the monthly plans (including practice tasks/models) that have been submitted and give specific feedback to be incorporated into the final winter and spring task models. A total of two tasks will be submitted per semester. PD days will include sessions in November around the Citywide Instructional Expectations around the work of planning units aligned to the CCLS. The SBO extended time on Mondays will be used to work on this goal. A school newsletter with statements of guidelines, tips and strategies has been created and circulated twice a month. Multiple common planning times have been put in place to facilitate teacher planning. Coaches will attend PD provided by the network and our Common Core Fellow will bring back resources to contribute to this process. Teachers, coaches and administrators will**

access the city and state websites to use the numerous resources that are available there to inform our practice.

- Professional development will be provided in creating lessons which have differentiated entry levels for students to access lesson information for independent learning and differentiated final products. Teachers will use Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects and review and analysis of all sources of data to inform instruction to meet all levels of students. Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends. AIS services are provided on a limited basis due to budget cuts.
- Professional development will be provided in the areas of analyzing and using data from ARIS, Baseline, Midyear and End of Year Assessments, Benchmark Assessments, DRA scores, State Exams and all sources of data for goal setting and to inform instruction. Coaches meet monthly with all grade levels, and an Aussie consultant meets with Administration, coaches and teachers approximately two times per month to support teacher growth.
- Materials, books and general supplies, will be provided to support instruction that is scaffold to meet the needs of all students as identified through data analysis and for those students receiving small group targeted Academic Intervention Services.
- The principal and assistant principal will visit classrooms (observations) and provide feedback to teachers. The coaches will be available to support teachers to improve practice as per the feedback they receive. We will focus on the selected competencies relevant to teacher's developmental needs and that support implementation of the Common Core standards. Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d). The principal and assistant principal will conduct frequent formative classroom observations and provide teachers with formative feedback to improve practice in the identified competencies. A session on the "Danielson Framework" and the selected competencies was included on the November 6 PD day. The AP and the Principal will adapt the resources and tools on Engage NY to design the feedback. FHi360 Network resources and support will be used. Copies of the Danielson book were provided for all teachers as well as the link to the NYS EDU website.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **The school leaders should review the current allocation of financial resources and consider hiring a full-time guidance counselor. This will provide additional time for the counselor to provide counseling services as indicated on IEP's. In addition the counselor could provide general counseling services for all students and information and support for students and parents during the transition to middle school. If current or future budget allocation preclude hiring a full-time counselor, school leaders should monitor the work of the counselor and make adjustments in his/her schedule of activities to ensure that he/she provides all counseling services indicated each year on IEP's and builds in time to work with parents and students during the transition process to middle school. The guidance counselor should work closely with the parent coordinator to maximize impact and effectiveness. (SQR pg.4)**

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
 5.2 Systems and partnerships 5.4 Safety
 5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- **Support and monitor the work of the Guidance Counselor as she provides counseling services to students.**
- **Interview applicants and hire a new Parent Coordinator for the school who will work closely as a liaison between parents and the school.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- **Monitor roster of students with IEP's requiring counseling services.**
- **Adjust counselor's schedule to accommodate all identified students requiring mandated counseling.**
- **Parent Coordinator will work closely with the guidance counselor and be a liaison between the parents and the school community to maximize impact and effectiveness.**

Budget and resource alignment

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

- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **Multiple Sources**

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).

- **Guidance Counselor will service IEP mandated students according to counseling mandates.**
- **Guidance Counselor will maintain record of attendance for students serviced.**
- **Guidance Counselor and Parent Coordinator will work closely as liaisons between the parents and school community.**

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

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

By June, 2013:

- **Parents will have an understanding of the Common Core standards shifts.**
- **A 5% increase in parent attendance at workshops and usage of library resources.**

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Provide parents with information and engage in discussing and learning the CCLS shifts and be able to use practical ways at home to help their children.**
- **Conduct parent workshops on CCLS shifts, curriculum and supporting the academic growth of their child(ren).**
- **Provide parents access to a parent library containing books on various parenting topics and to help them choose appropriate books to read with their child(ren).**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **The coaches will support this goal. Monthly workshops will be designed in Literacy and Math for parents around the CCLS shifts and parents will walk away with practical plans they can use at home. Follow-up with parents on how they were able to apply what they learned and what supports they require.**
- **Literature on the CCLS shifts will be sent home to parents.**
- **The librarian will also conduct workshops weekly, i.e. "Family Friday Library Time" for parents with their children, conduct "Family Reading Nights" four times per year and maintain the Parent Library Resource Room and support parents as needed.**

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 <u>Total number of students serviced: 224</u>	Service is provided using the Balanced Literacy approach. Small groups and tutorials are based upon children’s needs.	Delivery is provided through small group and individual instruction. New York State Coach English Language Arts materials are used along with other appropriate materials to support academic achievement.	Service is provided in cycles during the school day and after school.
Mathematics <u>Total number of students serviced: 224</u>	Service is provided in small groups and also on individual basis where appropriate.	Delivery is provided through small group and individual instruction. New York State Coach Mathematics materials are used along with other appropriate materials to support academic achievement.	Service is conducted in cycles during the school day and after school.
Science	Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Delivery is provided through small group and individual instruction. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Service is conducted in cycles during the school day and after school.
Social Studies	Service is provided in small groups. Scott Foresman and	Delivery is provided in small groups. Scott Foresman and	Service is conducted in cycles during the school day and after

	Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) <u>Total number of students serviced: 18</u>	The Guidance Counselor provides counseling service to individuals and small groups for mandated students.	The Guidance Counselor delivers counseling service to individuals and small groups for mandated students.	The Guidance Counselor is present 3 days per week.
	The School Psychologist provides small group counseling to students at risk and identified by classroom teachers.	The School Psychologist delivers small group counseling to students at risk and identified by classroom teachers.	The School Psychologist is present 3 days per week.
<u>Total number of students serviced: 4</u>	The Social Worker provides 1:1 and small group sessions to students on her roster. She also provides service to students as needed.	The Social Worker delivers 1:1 and small group sessions to students on her roster. She also provides service to students as needed.	The Social Worker is present 2 days per week.
<u>Total number of students serviced: 28</u>	The School Nurse provides service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.	The School Nurse delivers service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.	The School Nurse is present 5 days per week.

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.

Strategies for recruitment include but are not limited to:

- **Administrator(s) attendance at Job Fairs sponsored by the DOE**
- **College liaison contacts**
- **Professional recommendations by colleagues**

P.S. 360 provides onsite professional development and continually sends staff to various academic training sessions where appropriate.

Staff members then share their learning both formally and informally through full staff meetings, grade meetings and informal conversation and inter visitations and collaboration among teachers.

A professional development summary is created by staff members who attended various academic training sessions and is distributed to all staff.

Professional development is key to the process of increasing staff knowledge which in turn benefits students' progress.

Professional development is provided on chancellors' conference days, monthly Monday Staff Meetings, monthly common preps and individual meetings with teachers where appropriate.

The principal, assistant principal, coaches, teachers, and paraprofessionals attend outside training sessions where appropriate.

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

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

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

P.S. 360's Parent Involvement Policy

To promote parent involvement between the 360 families and school community in order to positively affect the educational outcome of all students at P.S. 360:

- Support parents in their role as the first teacher, through workshops and experiential activities.
- Assist in establishing an association of parents that will convene regularly to discuss educational policies and practices.
- Support the parent association with technical assistance, in order to help parents comply with the Chancellor's Regulations.
- Raise the level of awareness of grade level expectations, through the dissemination of information and literature on standards and assessments.
- Empower parents in their key role as partners in the decision-making process of educational policies and practices.
- Promote the home/school/community partnership by providing structured activities and workshops, which include but are not limited to: State Standards, curriculum, state and city assessments used to measure student progress, the use of technology, and parenting skills.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental

involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PUBLIC SCHOOL 360 – PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES	THE PARENT / GUARDIAN AGREES
<p>To offer a flexible number of meetings at mutually convenient times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about programs via</p> <ul style="list-style-type: none"> -meetings (i.e. annual Title I School Wide Programs meeting, Curriculum Night meeting, etc.) -workshops (monthly or bimonthly) -parent brochure -parent bulletin board -flyers <p>To recruit, and support parents in school wide planning and decision making process, e.g.,</p> <ul style="list-style-type: none"> -School Leadership Team -Parent Involvement Subcommittee <p>To encourage and actively involve parents in planning, reviewing and improving:</p> <ul style="list-style-type: none"> -Title I School Wide Programs -School Parent Compact -School Parental Involvement Policy -School Comprehensive Educational Plan -Create a welcoming environment for parents to promote parent participation, -family room -parent lending library -parent or staff translators at meetings -access to staff via telephone and appointments -ongoing and immediate access to school parent coordinator <p>To provide performance profiles and individual student</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching and learning.</p> <p>To work with his/her child on assignments; read with Pre-kindergarten through 1st grade students for 15 to 20 minutes per day; Assure that grade 2 and 3 students read for 20 to 30 minutes and grade 4-6 students read for an hour daily.</p> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child’s teacher about their educational needs.</p> <p>To make literacy development a family focus:</p> <ul style="list-style-type: none"> -encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations) -read at home with each child as part of the daily routine, encourage and supervise his/her child’s reading of at least twenty five books or book equivalents each year (e.g., books, magazine and newspaper articles). -utilize local public libraries to expand and enhance his/her child’s literacy experiences (e.g., library card, storytelling) <p>To make math development a family focus:</p> <ul style="list-style-type: none"> -increase family awareness of the school’s mathematics instructional program (e.g., participate in family math workshops, review math homework). -encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparing shopping as a math experience). <p>To regularly review and sign his/her child’s schoolwork at home (e.g., review notebooks, homework and special projects)</p> <ul style="list-style-type: none"> - attend curriculum meetings - quarterly report cards - reasonable access to staff - opportunities to volunteer and participate in their child’s - participation in school programs, advisory and decision

<p>assessment results for each child and other pertinent individual, school and regional educational information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To provide open communication between parents and staff through:</p> <ul style="list-style-type: none"> - parent-teacher conferences, open houses, calendars and newsletters <p>To provide on-going learning opportunities for parents and families:</p> <ul style="list-style-type: none"> - workshops related to curriculum, student achievement, standards of academic performance, and promotional standards, e.g. - Math Evening - Literacy Evening - ESL Meetings <p>To create a safe and supportive learning environment with well planned materials which appropriately challenge students.</p> <p>To provide Academic Interventions Services for students not meeting the grade appropriate standards.</p> <p>To provide extensive professional development to teachers in order to promote high quality curriculum instruction.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process.</p>	<p>committees</p> <ul style="list-style-type: none"> - schedule observation of classroom activities <p>To be aware of and monitor his/her child's daily school attendance and punctuality.</p> <p>To supervise and monitor his/her child's:</p> <ul style="list-style-type: none"> - television watching - video game playing - internet use <p>To actively participate in curriculum and informational parent Meetings as well as parent-teacher conferences at the school.</p> <p>To become familiar with school, city and state wide assessments (e.g., DRA, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.</p> <p>To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interests of parents.</p> <p>To become familiar with and support the school dress code discipline code and safety plan procedures.</p> <p>To provide the school with information on the types of work you need or want provided.</p>
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As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello/Bob Cohen	District 10	Borough Bronx	School Number 360
School Name P.S. 360			

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

Principal Nancy Rodriguez-Lewis	Assistant Principal Iris Aldea-Pollack
Coach Denise Scarano	Coach Clara Kaplan
ESL Teacher Natalie Bergen	Guidance Counselor Leena Haber
Teacher/Subject Area Carmen Perez-Ortiz/ESL	Parent
Teacher/Subject Area Lindsey Grela/ESL	Parent Coordinator Carmen Vargas
Related Service Provider Malikh Ifill/ESL	Other type here
Network Leader Bob Cohen	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	4	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	497	Total Number of ELLs	87	ELLs as share of total student population (%)	17.51%
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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. 

Language Allocation Policy (LAP) Composition

The LAP Team, includes the principal, the assistant principal, the ESL teachers and coordinator, as well as the parent coordinator. The Team developed a language allocation plan that specifies how English language learners (ELLs) are provided with instructional programs requiring high levels of academic rigor and with the language support necessary for them to succeed. The Team reviewed the programs available at the school resulting from the trend in parent choice letters, and the procedures for admitting and placing ELLs into these programs.

ELL Identification Process

1. The parents of students who are newly enrolled in the New York City school system are required to complete a Home Language Identification Survey (HLIS). This survey is used to identify students who may have limited English proficiency. In addition to the HLIS, oral interviews, in both English and the native language, are administered. Both the HLIS and oral interviews are conducted by the certified ESL teacher, Ms. Natalie Bergen, and the bilingual assistant principal, Ms. Iris Aldea-Pollack. If the survey indicates that a language other than English is used in the home, then the ESL teacher administers the revised Language Assessment Battery (LAB-R) to the student within ten (10) days of registration. The LAB-R is used to determine placement. The results of the exam indicate whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R, by the assistant principal, to determine language dominance. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The results of this exam are communicated to parents in English and in their native language.
2. Parents of students who are identified as entitled are sent entitlement letters informing them and inviting them to participate in a parent orientation session and/or individual meetings with the ESL coordinator, Ms. Natalie Bergen, or the assistant principal, Ms. Iris Aldea-Pollack. The orientation sessions are given in English and in Spanish. If another language is required, arrangements are made through the Translation and Interpretation office. During these sessions, parents are shown the orientation video in their home language and informed of the different types of programs and services available for their children; Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language programs are explained in detail. Upon learning about the three different programs, parents are required to complete a Parent Survey to verify their participation in the session and a Program Selection form to indicate their program preference. These written forms are printed in English and in the native language.
3. All parent notification letters and program selection forms are maintained and filed in the ESL coordinator's classroom. The Parent Coordinator, as well as other designated school personnel, are able to access these forms and checklists throughout the year. Careful record keeping and organization ensures that notification letters are distributed on time and Parent Survey and Program Selection forms

are returned. If a parent does not participate in the parent orientation session, we continually follow-up and invite him or her to meet with the ESL coordinator and/or assistant principal individually.

4. Completed program selection forms are carefully reviewed by the assistant principal and the ESL coordinator. Every effort is made to honor the programs selected by the parents. If 15 or more parents of students in two contiguous grades choose a bilingual program, the school would form such program. If there aren't enough students to form a bilingual class, parents are informed that they can opt for another school in the district that offers a bilingual program. They are also informed that if they decline the transfer option, their child will participate in the ESL program offered at the school. All correspondence and interaction with parents is conducted in their native language.

5. & 6. The parents of LEP students who were newly admitted during the 2009-2010 school year chose a Freestanding ESL program as their program of choice. In an effort to align the school programs with parental choice, that year the school provided two self-contained ESL classes: a second grade class and a fifth/sixth grade bridge class. The school also offered a freestanding ESL program which provided push-in and pull-out services for all other general and special education students. This trend continued with the parents of the 22 LEP students newly admitted during the 2010-2011 school year. As a result, that year we provided three self-contained ESL classes in the first, second, and fourth/fifth grades, and continued to provide a push-in and pull-out program for all other grades. This year, the parents of the 15 newly admitted LEP students also chose a freestanding ESL program as their preference. Once again, we provide self-contained ESL classes in the first, second, and fourth/fifth grades as well as a push-in and pull-out program for all other grades.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	11
SIFE	15	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	67	14	5	19	1	6	1			87
Total	67	14	5	19	1	6	1	0	0	87

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	11	14	15	13	17	11							83
Chinese	1													1
Russian														0
Bengali														0
Urdu							1							1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian	1													1
Other							1							1
TOTAL	4	11	14	15	13	17	13	0	0	0	0	0	0	87

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?

1. Our school has a Freestanding English as a Second Language (ESL) program. Our program delivers instruction in English with native language support, emphasizing English language acquisition. We use a balanced approach to literacy, infusing high-quality ESL methodologies and instructional practices to promote academic excellence for our ELLs. Our ELL program adheres to state standards for all curriculum areas, and also includes an ESL instruction component based on the NYS ESL standards and aligned to the ELA standards. In addition, ELLs in the advanced level receive ELA instruction.

a. The organizational model of our ESL program includes self-contained classrooms and a push-in and pull-out model. Our self-contained classrooms are at the first, second, and fourth/fifth grade levels, and are taught by teachers certified in both ESL and common branches. ELLs in these grades are grouped together in an ESL class, and stay together for the entire school day and for all content instruction. The teachers use ESL strategies to provide the core content that is taught in mainstream classrooms. ELLs who are not in the self-contained classrooms are serviced through our push-in and pull-out program, which is taught by a certified ESL teacher. The push-in program involves our 5th grade special education class, which contains 7 advanced level ELLs. The ESL teacher collaborates with the special education teacher to best service these students. The pull-out model is where the ESL teacher brings groups of students to her classroom for English-acquisition-focused instruction. Instruction in this setting is aligned to curricular content. This program serves our Kindergarten, third grade, sixth grade, and remaining special education students.

A. Programming and Scheduling Information

b. Our program models for the self-contained classrooms are heterogeneous, meaning that the students in the classroom are at mixed proficiency levels. For the push-in and pull-out program, students are grouped according to proficiency level, usually within the same grade.

2. The number of ESL instructional units that a student receives is regulated by the New York State CR Part 154 regulations and determined by a student's proficiency level. Our beginner- and intermediate-level students receive 360 minutes per week of ESL, and our advanced-level students receive 180 minutes per week. Advanced level students also receive 180 minutes of ELA instruction per week. The organization of our staff ensures that all students receive the required number of minutes. We were able to create three self-contained classrooms in grades with large numbers of ELLs. Teachers in these classrooms develop a schedule that includes mandated ESL components and content instruction. Our pull-out teacher provides instruction to ELLs in other grades and creates a schedule that ensures they receive the mandated minutes. She does this by working with regular classroom teachers to coordinate schedules and by grouping students by proficiency to differentiate between the required minutes for beginner/intermediate level students and advanced students.

3. The ESL program is aligned with English language arts, content learning standards, and the core curriculum to provide continuity of rigorous instruction. In our self-contained classrooms, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies, while Native language support is provided through various forms of literature, visuals, and audio programs. Our pull-out teacher implements the same strategies, and works closely with classroom teachers to deliver literacy instruction and make content comprehensible for ELLs. Content is made comprehensible for students through the use of visuals, Total Physical Response (TPR), songs, poems, realia, Readers Theater, small-group instruction, contextualized instruction, and other methods and materials.

4. If students are entitled to services and their home language is Spanish, they are administered the Spanish LAB-R and DRA upon arrival. They are also tested in basic math computation skills and word problems. Based on these results, we are able to place the students appropriately.

5. We differentiate instruction for ELLs by grouping students according to their English language proficiency. We work with them in small groups, and provide activities and assignments that are designed to suit their needs, interests, and proficiency level. During project-oriented activities, the expectations and requirements of the end-product are modified based on the skill set of each subgroup. Students all learn the same content, but the assessment for an advanced level student will differ from the assessment given to a beginner.

a. Students with interrupted formal education (SIFE) require special attention. They are provided with one-to-one academic intervention services designed to develop literacy and mathematics skills. There is also an emphasis on exposing them to crucial content that they may have missed so that they can begin to build an age appropriate core knowledge. They attend after school programs, and are recommended for summer school. A buddy system is created for SIFE students. Another student, preferably one who understands the language and is familiar with classroom routines, is assigned to pair up with the student.

b. A buddy system is also created for newcomers. Classroom teachers receive professional development and one-on-one help from the ESL teacher on how to welcome newcomers and involve them in classroom activities in a variety of ways that, in the beginning, do not require language. Newcomers are also given intensive support in their ESL groups to develop basic English language and phonics skills, reading comprehension, and math facts. In order to prepare these students for state testing after one year, students in newcomer groups are exposed to sample test questions and assessments to familiarize them with the format. In addition, instruction for newcomers is aligned with state ELA, math, and content standards.

c. ELLs that have been receiving services for 4 to 6 years receive tailored instruction based on areas that need improvement. The ESL teacher analyzes NYSESLAT scores to determine which modalities need the most focus and works with students to develop proficiency throughout the year so that they are more prepared for the NYSESLAT in the spring.

d. Long-term ELLs who have completed 6 years also receive tailored instruction based on their past NYSESLAT scores. They are encouraged to attend after school programs, and are give one-on-one support when needed.

A. Programming and Scheduling Information

6. Students in self-contained special education classes participate in the same curriculum as students in the general education classes. Grade-level texts and materials are adapted and modified as needed in order for all students to access the content. For example, key vocabulary and concepts are highlighted and front-loaded in the beginning of units so that students are prepared when they encounter them in their work. In addition, assessments for special education ELL students are formulated according to their language proficiency and IEP goals.

7. We have 7 advanced level ELLs in a fifth grade self-contained special education class. They are taught the same curriculum as the general education fifth graders. The ESL teacher pushes into the classroom to deliver instruction that meets the needs of the SWDs. In collaboration with the special education teacher, they develop methods for working with the students that enable them to cover the necessary content, foster language development, and prepare the students for assessments.

Courses Taught in Languages Other than English ⓘ

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

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

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

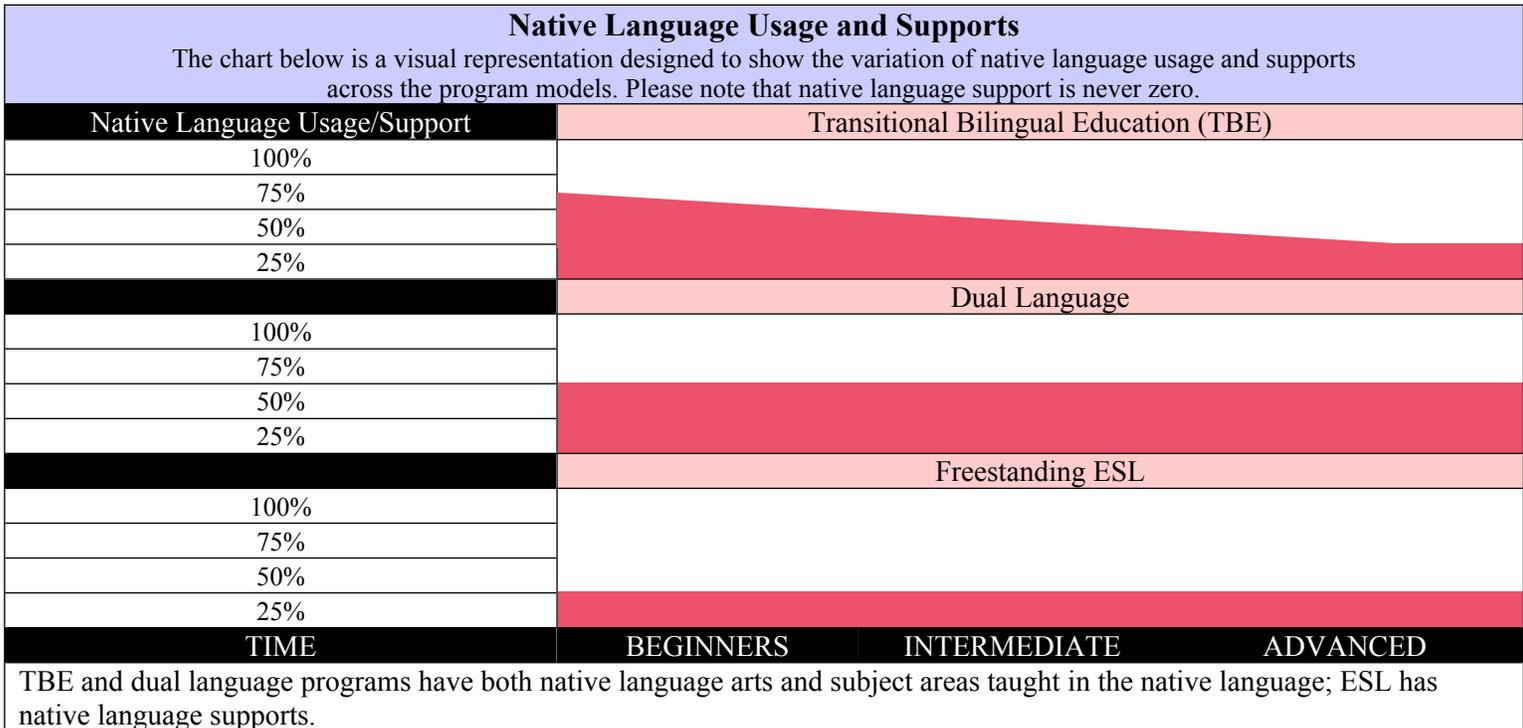
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs are created for ELLs struggling in ELA, math, and other content areas. These programs usually involve students in the beginner and intermediate levels. Students are grouped according to the intervention needed, and services are provided by the literacy coach, math coach, AIS teachers, and extended-day teachers. All intervention sessions are conducted in English with Native language support when needed.

9. ELLs who reach proficiency on the NYSESLAT will receive continuing transitional support for the next two years. The classroom teacher will provide various and differentiated instructional approaches in the classroom. ELLs who passed the 2011 NYSESLAT will continue to receive extended time on state exams for the next two years. They will be offered continual support as their skills in English are strengthened.

10. N/A

11. N/A

12. ELLs in the building are provided with many opportunities to participate in after school and supplemental activities. Our extended day (30+) program is offered to all ELLs in order to provide them with additional instructional time. We also invite ELLs to participate in our drama club, which meets for one hour per day, three days per week. The drama program puts on one or two performances each year. The students read scenarios and plays, write dialogue, listen for directions and cues, and role play. This program addresses the four modalities of listening, speaking, reading and writing. The language of instruction is English and the drama program is run by a certified ESL teacher. In addition to drama, we have ELLs that are a part of our after school track team and art club.

13. Students in ESL classes have a variety of resources available for instruction. Bilingual and native language books are purchased for classroom libraries. Quality language materials, books, audio systems, and other teacher resources are purchased from specialized vendors such as Hampton-Brown, Santillana USA, Delta Systems, Attanasio & Associates.

14. Native language support is delivered in our ESL program through the use of literature, bilingual and picture dictionaries, visuals, and audio programs.

15. The services we provide, and the materials that we use, help to further develop the English language acquisition and academic development of our ELLs. All services and materials are age and grade level appropriate.

16. N/A

17. N/A

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)?

N/A

D. Professional Development and Support for School Staff

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

1. All teachers are certified and highly qualified. They are offered professional development focusing on how to differentiate instruction to meet the needs of ELLs and the use of scaffolding strategies to support student participation in content areas. Teachers are provided with one weekly common prep period for collaborative planning. ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, LTELLs, beginner, intermediate and advanced.

2. Support is provided to staff by the assistant principal, the literacy coach, and the math coach. They meet with all teachers on a grade level in bi-monthly common prep meetings.

3. For the current school year, we do not have any new general education or special education teachers. All staff members have received the minimum 7.5 hours of ELL training as per Jose P. We would like to note that ongoing professional learning about ELLs is included at all of our Professional Development sessions, during common prep times, and as needed throughout the year.

E. Parental Involvement

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

1. The school promotes parent involvement by providing parent workshops to inform them of the literacy and math skills their children are required to demonstrate in order to succeed in school. These workshops are conducted in English and in Spanish. Many parents attend these workshops, including parents of ELLs. Teachers also meet with parents and communicate with them on a regular basis. If necessary, we have many translators available within the school to aid in communication. Another popular activity is our family literacy program which is held in the library every Friday from 3:00 p.m. to 4:00 p.m.

2. No, we do not currently partner with other agencies or Community Based Organizations.

3. Our school has an active parent coordinator who communicates with parents regularly to answer any questions or address any concerns. She publishes monthly calendars to keep parents informed of school wide events. The parent coordinator meets with parents to help them gain access to ARIS. Computers are set aside in the parent room for their use.

4. Our activities are designed to help parents stay informed of their child's academic performance and learn ways that they can help at home. Through our workshops, family literacy program, and meetings with teachers and the parent coordinator, we are promoting family involvement and also addressing the parents' need to understand what is expected from their child so that he or she can succeed.

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)	4	4	4	2	6	3	6							29
Intermediate(I)	0	4	7	10	2	2	5							30
Advanced (A)	0	3	3	3	5	12	2							28
Total	4	11	14	15	13	17	13	0	0	0	0	0	0	87

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	3	3	3	5	12	2						
	P	0	0	0	0	0	0	0						

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1	1		10
4	8	4	1		13
5	2	3	0		5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	3	3	3	2	0	0	0	13
4	1	0	8	3	3	0	1	0	16
5	1	3	2	2	1	1	0	0	10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	4	2	8	1	1	0	17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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?
- Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools utilized at our school to assess early literacy skills are DIBELS and DRA. The data gained from these assessments provides teachers with a good idea of how well ELL students are developing English language skills. Guided reading groups are formed

based on this data, as well as plans for small-group instruction.

2. The 2011 NYSESLAT results reveal that the number of Beginning and Intermediate students in our school exceeds the number of Advanced by close to 50%. There are 59 Beginner and Intermediate students and 28 Advanced students. Overall, the students performed better in the Listening and Speaking modalities, than in Reading and Writing.

3. Our focus will be on raising the Reading and Writing scores of the students in all proficiencies with more professional development and workshops focusing on differentiated instruction for our ELL students. In addition, the speaking and listening abilities of Beginners and Intermediates will be monitored and fostered through activities in vocabulary building, oral presentations, selective listening, and other language building lessons. Our Freestanding ESL program will also be adjusted to meet the needs of students in order to further develop these skills.

4. Freestanding ESL program

a. The 2011 NYSESLAT indicates the following: 8 students in grades K-2 and 9 students in grades 3-5 scored proficient. The grade in which the most number of students scored proficient was first grade, in which 6 students passed. The largest group of students represented were students who did not pass but moved up a proficiency level or two. Forty-five students were in this category: 10 Kindergarten, 7 first grade, 8 second grade, 6 third grade, 8 fourth grade, and 6 fifth grade. Nineteen students remained at the same proficiency level. Three students moved down a proficiency level; 1 in second grade, 1 in third grade, and 1 in sixth grade. These students have been identified by teachers and plans for modified instruction are being implemented in order to help them make successful gains this year.

b. The progress of ELLs will be monitored throughout the year using various assessment tools, including the ELL Periodic Assessment. This assessment, given in English only, provides ELLs with questions similar to the NYSESLAT. The results of these assessments are used in a way similar to that of past NYSESLAT results: we look to see what modalities and what part of the modality are giving the students trouble. From there, we can modify instruction to address these specific skills.

c. The results from the Periodic Assessments correlate with the results that we see on the NYSESLAT: students are performing better on the Listening section than in the Reading and Writing sections.

5. N/A

6. We evaluate success in our ELL programs by monitoring student improvement on informal and formal assessments, such as DRA, ACQUITY, baseline writing, state tests, and the NYSESLAT. Specifically, with the NYSESLAT, we take note of the students who moved to a higher proficiency level, those who stayed at the same proficiency level, and those who went down a proficiency level. For the students who improved a level or two, we not only analyze the students' strengths, but also the strategies that were used during the year to build that proficiency. We make sure to continue using those strategies and activities in the next year to promote success for all students. We also analyze the scores of the students who stayed at the same level or went down a level so we know what modalities to target in the next year. In addition, we discuss any reasons that could account for the students' performance and make efforts to address them.

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

School Name: P.S. 360**School DBN: 10X360****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Rodriguez Lewis	Principal		10/14/11
Iris Aldea Pollack	Assistant Principal		10/14/11
Carmen Vargas	Parent Coordinator		10/14/11
Natalie Bergen	ESL Teacher		10/14/11
	Parent		
Lindsey Grela/ESL	Teacher/Subject Area		10/14/11
Carmen Perez-Ortiz/ESL	Teacher/Subject Area		10/14/11
Denise Scarano	Coach		10/14/11
Clara Kaplan	Coach		10/14/11
Leena Haber	Guidance Counselor		10/14/11
Robert Cohen	Network Leader		10/14/11
Malikh Ifill/ESL	Other <u>Teacher</u>		10/14/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X360 **School Name:** P.S. 360

Cluster: Corinne Rello **Network:** Bob Cohen

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.

When parents register their children, they are required to complete the language preference form. The language preference form indicates which language the parent wishes to communicate in orally and in writing. The language preferences are entered into ATS. This information is used to provide school staff with the written and oral translation and interpretation needs of the parents. Three hundred seventy seven (379) of the parents prefer to communicate in English, two hundred eighty one (281) parents prefer to communicate in Spanish, and two (2) parents prefer to communicate in Albanian. The school community is informed about these findings at faculty conferences and monthly grade level meetings.

We provide translation during all parent/teacher meetings, workshops and events. All parent communications are sent out in English and Spanish.

We also have in-house staff members who speak Russian and Albanian. The times where the language is other than Spanish, we have contacted appropriate departments and agencies to retain the services of an interpreter. This has been done for parent contact/communication and for students when the need arises.

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 Adult Preferred Language Report (RAPL), an ATS report, is used to determine the preferred language of the parents of students in every class. This information is disseminated to teachers at faculty meetings. The Parent Coordinator and the School Based Support team are also informed..

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.

P.S. 360 communicates with parents in both English and Spanish. Written communication can also be translated by in-house school staff in Spanish, Albanian, and Russian.
When necessary we utilize the services of the DOE Translation Dept. and in house by school staff. We provide in-house translation during all parent/teacher meetings, workshops, and other events. All parent communication is sent out in English and Spanish.

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

The school secretary maintains lists of in-house staff, parent volunteers and outside sources that can be used for translation purposes.

On Parent/teacher conference day we used staff members for interpretation and the teachers were informed about the services of Over-The-Phone Interpretation provided by the Department of Education.

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>.

Within 30 days of enrollment, the school determines the parents' preferred language. As required by section VII of the A663 of the Chancellor's Regulation, all school signage forms are available in the covered language and are posted throughout the building. The Adult Preferred Language Report and the blue emergency contact cards are used to determine if the translation services of the DOE Translation Department are required.

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: P.S. 360	DBN: 10X360
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: 1
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: An after-school drama program meets for one hour per day, from 3:30 to 4:30 p.m., on Tuesday, Wednesday and Thursday of each week, from November 13, 2012 to June 13, 2012. The drama program puts on two performances each year.

Rationale for the drama program:

Students receive direct instruction on reading scenarios and plays and writing dialogue. Students listen for directions and for cues, and they role play. Reading and writing skills are challenges for many English language learners (ELLs), and some of our ELLs require practice to develop listening skills. This program addresses the four modalities of listening, speaking, reading and writing with particular emphasis on listening and reading. Twenty five English language learners in grades three through six are members of the drama program. The language of instruction is English, and the English language learners who participate in the program are serviced by a certified ESL teacher.

Materials:

Readers Theatre; writing journals; professional children's plays, scripts, writing supplies, props, costumes, and art supplies.

Part C: Professional Development

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

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

Begin description here: The Assistant Principal, who was previously an ESL teacher and coordinator, provides professional development for all teachers who instruct ELLs during the after school program at no cost to Title III. The ESL teacher in the after school drama club receives weekly mentoring and professional development to build strategies that are effective for second language learners. The teachers also learn ESL methodologies that are effective with long term English language learners and

Part C: Professional Development

how their students can use skills and strategies appropriate to their level of English proficiency to read, gather, view, listen to, organize, discuss and interpret information.

Teachers to receive training:

1 Standalone ESL teacher/ESL coordinator

3 ESL classroom teachers

22 classroom teachers

Schedule and duration:

Standalone ESL teacher/ESL coordinator - Monthly CFN network meetings - September, 2012 through June, 2013 and monthly ESL meetings at PS 360 from October, 2012 through June, 2013; and monthly staff meetings from September, 2012 to June 2013.

3 ESL classroom teachers - Monthly ESL meetings at PS 360 from October, 2012 through June, 2013; and monthly staff meetings from September, 2012 to June 2013.

22 classroom teachers - Monthly staff meetings from September, 2012 to June 2013 and Citywide PD days in September, November and June of the 2012-2013 schoolyear.

Topics to be covered:

Topics for the monthly network meetings are determined by Michelle Robles, the Director of Student Services at CFN 511/521, and an agenda is distributed monthly via e-mail. Available upon request.

This year we continue to focus the monthly ESL meeting for ESL classroom teachers on the Common Core Learning Standards as they apply to ELLs across the content areas. As part of this work, teachers share their student work and design rubrics to align the progress of ELLs with the new standards. This PD is provided by the Assistant Principal, Iris Aldea-Pollack and Natalie Bergen, the ESL teacher.

The focus for the 22 classroom teachers and the 3 ESL teachers has also taken place around the Common Core Standards with a particular focus on designing performance tasks and math models. We use the monthly unit plans as a vehicle for this work. Teachers design rubrics for the tasks/models and use student work to assess student performance as well as the success of the tasks. The tasks are

Part C: Professional Development

always modified and differentiated to meet the needs of ELLS. This PD is provided by the Principal, Nancy Rodriguez Lewis, the Assistant Principal, Iris Aldea-Pollack, the literacy coach, Denise Scarano, the math coach, Clara Kaplan, and the reading teacher, Manuela Sierra.

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:

Ten hours of parent workshops are planned for the parents of ELLs. There will be one two-hour workshop each month from January to May, 2012. Parents will be engaged in activities designed to promote literacy and mathematics at home. Parents will be introduced to the math and literacy skills their children need to know and learn and they will be informed of the math and literacy standards. Parents will learn activities that promote listening skills and how reading, talking and playing can help their children succeed in school. The workshops will be provided by the math and literacy coaches and the assistant principal. They will be conducted in English and Spanish and parents of English language learners in all grades will be eligible to attend. They will be held during the evening hours to make them convenient for parents to attend.

The following are planned parent workshop dates and topics:

November, 2012 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

November, 2012 - Literacy - Facilitator, Denise Scarano, translator - parent coordinator

December, 2012 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

December, 2012 - Literacy - Facilitator Denise Scarano, translator - parent coordinator

January, 2013 - Literacy - Facilitator Denise Scarano, translator - Carmen Vargas

January, 2013 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

February, 2013 - Literacy - Facilitator Denise Scarano, translator - Carmen Vargas

Part D: Parental Engagement Activities

March, 2013 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

March, 2013 - Target Family Reading Night - Facilitator Elizabeth DeJean, translator Lissy Bisono

May, 2013 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		