Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: HERBERT S. EISENBERG

DBN (*i.e. 01M001*): 21K303

Principal: CARMEN AMADOR

Principal Email: CAMADOR@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: LISA GIGOUX

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Carmen Amador	*Principal or Designee	
Sally-Ann Bongiovanni	*UFT Chapter Leader or Designee	
Amaurie Lewis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Audrey Houston	Member/	
Marisol Solano	Member/	
Heather Adelle	Member/	
Kim O'Byrne	Member/	
Persis May	Member/	
Sakina Williams	Member/	
Tanya Davis	Member/	
Jaynice Carasquillo	Member/	
Dionne Hastings	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 there will be a 5% increase in the number of Students with Disabilities and English Language Learner subgroups who show individual student improvement, as measured by a variety of assessments, including the 2014 NYS ELA exam, NYC Performance Tasks, teacher-generated culminating tasks for each unit and coursework.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After conducting a three – year trend analysis of student performance data on state assessments, it was determined that there were disproportionately high percentages of students in the SWD and LEP subgroups who performed at levels 1 and 2 on the NYS English Language Arts standardized assessment due to the lack of individual student improvement as compared to all the other subgroups. As a result, we have made progress for our LEP and SWD subgroups a priority goal for the 2013 – 2014 school year. An increase in individual student improvement via NYC performance tasks, teacher-generated culminating tasks will consequently reduce the number of SWD and LEP subgroups performing at levels 1 and 2 as these individual gains will move 5% of these students from levels 1 and 2 to levels 2 and 3.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. **Professional Development:** PD will be given on the following topics: Universal Design for Learning and the various methods that should be utilized to scaffold student learning to meet grade-appropriate CCLS standards, utilizing benchmark assessments (teacher generated and department generated tasks) to monitor and revise curriculum; use of standards based rubrics to provide specific feedback to students regarding their work; the implementation of the new Language Arts program, *Expeditionary Learning,* aligning tasks and rubrics to the CCLS and the triangulation of rubric, task and feedback; use of student data to plan and set goals; connecting various subject areas and addressing the CCLS through various content areas; utilizing News Literacy and the fundamental concepts of News Literacy to engage students in rigorous thinking, further developing communication skills and formulating arguments based on textual evidence; the utilization of case studies, via inquiry, to share best practices and incorporate these best practices into differentiated lesson planning. 2. **Development of Teacher Resource Center:** A teacher resource center will be further developed so that literacy and math coaches as well as classroom teachers will have a designated location to collaborate during common planning periods and receive further training in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs and SWDs who are at risk students. Activities carried out in the resource center will include common planning for both ELA and math, monitoring student progress, reviewing student work as produced as a result of the triangulation of the rubric, task and feedback; setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow – up activities. Responsible staff members will facilitate discussions of the students' progress and strategies for improved student outcomes, including Levels 1 – 4 students. The addition of a News Literacy Resource Center equipped with new laptop carts and a smart-board to implement the news literacy curriculum. 3.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal for ELLs and SWD, Literacy Coach, Staff Developers (internal and external, including support from Network Curriculum

Specialists), Data Specialist and Classroom Teachers.
2. Assistant Principal of ELLs and SWDs, Coaches, Data Specialist, and Classroom Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers servicing SWDs and ELLs and students in the LEP and SWD subgroups.
2. Literacy and Math Coaches and Teams of ELA and Math Teachers, including those working with ELLs and SWDs and former ELLs not making acceptable gains.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All SWDs and ELLs will participate in one of the literacy – based programs, such as WEX, Wilson, Orton Gillingham that have been established as part of the overall instructional program.
2. "Homework Help" Grant provides engaging and challenging enrichment opportunities to all students after school to encourage creativity, critical thinking and socialization.
3. Early morning tutoring services will be provided to those at – risk SWD and ELLS, which include small group instruction.

Native Language libraries have been purchased with Title III funds to address the needs of beginning and intermediate ELLS and ELLs that are SWDs.

Supervisor per session (2 days per week afterschool) Title III

Teacher per session (2 days per week afterschool) Title III

4. Supplemental instructional materials to support ESL and SWD curriculum development during the regular school day (Title III)
5. Supplemental consumable materials for use during extended day programs (Title III)
6. Supervisor per session (2 days per week afterschool) (Title I)
7. Teacher per session (2 days per week afterschool) (Title I)
8. Professional development for teachers of SWDs and ELLs (Title III)
9. September 2013 – September 2014

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The required annual Title I parent meeting will take place by October 31, 2013.
- Parents will be trained on how to use the ARIS Parent Link and Datacations.
- The Parent Coordinator and other staff (e.g. teachers, APs and / or coaches) host regularly scheduled meetings and will articulate with the web master to update and share share information and respond to parent questions and inquiries.

The PTA and members from the School Leadership Team will host ELA, Math and Datacations workshops to inform disseminate information to parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 75% of all at-risk students, including SWDs and ELLs, will produce grade appropriate responses that will include student drafts showing the differentiation and scaffolding involved in the writing process as evidenced by the culminating task for each core unit of study.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Upon reviewing data from informal and formal teacher observations for the 2012-2013 school year, it has become clear that there exists a need support the attainment of the CCLS through scaffolding for those at-risk students, especially the ELL and SWD subgroups to ensure that all students are performing at the grade-appropriate CCLS level. After reviewing student work during Inquiry Team meetings and / or common planning sessions, teachers expressed concern as to how to bring those at-risk students, especially the ELL and SWD subgroups, to their grade appropriate CCLS while including the rigor associated with these standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. **Professional Development:** PD will be given on the following topics: development of triangulated tasks, rubrics and feedback to assess student work that is aligned with the CCLS; lesson – planning and curriculum development to effectively support the CCLS; strategies, such as questioning techniques to increase rigor in the ELA classroom; and how to effectively establish and monitor student goals and differentiated instruction; Universal Design for Learning and the various methods that should be utilized to scaffold student learning to meet grade-appropriate CCLS standards, the use of standards based rubrics to provide specific feedback to students regarding their work; the implementation of the new Language Arts program, *Expeditionary Learning,* aligning tasks and rubrics to the CCLS and the triangulation of rubric, task and feedback; use of student data to plan and set goals; connecting various subject areas and addressing the CCLS through various content areas; the utilization of case studies, via inquiry, to share best practices and incorporate these best practices into differentiated lesson planning
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal for ELA, Literacy Coach, Staff Developers (internal and external, including support from Network Curriculum Specialists) and Classroom Teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. ELA teachers, including teachers servicing SWDs and ELLs and all students in ELA including students in the LEP and SWD subgroups
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. All SWDs and ELLs will participate in one of the literacy – based programs, such as WEX, Wilson, Orton Gillingham that have been established as part of the overall instructional program. 2. The “Homework Help” Grant provides engaging and challenging enrichment opportunities to all students after school to encourage creativity, critical thinking and socialization. 3. Early morning tutoring services will be provided to those at – risk SWD and ELLS, which includes small group instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

Involvement Policy (PIP).
The required annual Title I parent meeting will take place by October 31, 2013. The ELA coach, in conjunction with the PTA and SLT, will host a parent workshop to familiarize parents with the CCLS and Performance Tasks, as well as strategies to improve students' ability to write effective responses. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school. Teachers will assign writing tasks based on student reading, including web – based programs, such as ***Achieve 3000*** , where they have the ability to assign leveled reading materials as part of the scaffolding and differentiation processes. Through Achieve 3000 and Datacations, parents can log on and monitor their child's progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of all Math and ELA teachers will modify and implement the new ELA and Math programs to produce CCLS lesson plans in alignment with the 2013-2014 CIE as evidenced by the findings of effective teaching practices, standards aligned curricula and student learning outcomes as observed and rated via the *Danielson's Rubric for Teaching and the Observation and Feedback Cycle*

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Upon reviewing data from informal and formal teacher observations for the 2012-2013 school year, it has become clear that there exists a need to modify the CCLS aligned programs to include the scaffolding and differentiation necessary to obtain appropriate grade level performance to further challenge our students. Upon review of student work and performance tasks, teachers identified the need to increase implement the new programs and include appropriate scaffolding supports so that ***all*** ELA lessons and assessments are aligned with the Common Core Standards

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. **Professional Development:** PD will be given on the following topics: The implementation of the new Language Arts program, *Expeditionary Learning,* including the modification of CCLS lesson plans; Danielson Framework to improve teacher effectiveness, curriculum mapping, aligning instruction with the Common Core Standards, methods to effectively evaluate and monitor student progress and the development of rubrics to assess student work; Scaffolded performance tasks based on Universal Design for Learning and the various methods that should be utilized to scaffold student learning to meet grade-appropriate CCLS standards;, task and feedback; use of student data to plan and set goals; connecting various subject areas and addressing the CCLS through various content areas; utilizing News Literacy and the fundamental concepts, like "deconstruction", of News Literacy to engage students in rigorous thinking, further developing communication skills and formulating arguments based on textual evidence; the utilization of case studies, via inquiry, to share best practices and incorporate these best practices into modifying the new programs to include scaffolded and differentiated lesson planning.

B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal for ELA, Literacy Coach, Staff Developers (internal and external, including support from Network Curriculum Specialists) and Classroom Teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. ELA teachers, including teachers servicing SWDs and ELLs and all students in ELA including students in the LEP and SWD subgroups.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. All SWDs and ELLs will participate in one of the literacy – based programs, such as WEX, Wilson, Orton Gillingham that have been established as part of the overall instructional program. 2. The "Homework Help" provides engaging and challenging enrichment opportunities to all students after school to encourage creativity, critical thinking and socialization. 3. Early morning tutoring services will be provided to those at – risk SWD and ELLS, which include small group instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
• The required annual Title I parent meeting will take place by October 31, 2013. • The Language Arts Coach and the teachers of ELA, in conjunction with the PTA and SLT, will host parent workshops to familiarize parents with the CCLS and new programs, including Expeditionary Learning, CMP3 and Datacations, and how these programs can be used to improve student performance and learning. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school. • Parents will be invited to attend special conferences hosted by their child's teacher(s) to identify how parents can use the new programs to support student learning in the home, strengthening the home-school connection.

Budget and Resource Alignment

Indicate using an "X" 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**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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**

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	EXTENDED DAY READING: Academic Intervention services are provided for at risk students in grades 6,7,and 8. Students in our school are eligible to receive Title III services. All at – risk students who are ELLs, are encouraged to receive these free tutoring services on Tuesdays and Thursdays during the after school program, which include small group instruction	Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation. RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.	Students will attend classes in early morning, two days per week.
Mathematics	EXTENDED DAY MATH: Academic Intervention services are provided for at risk students in grades 6,7,and 8..	Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting.	Students will attend classes in early morning, two days per week.
Science	EXTENDED DAY SCIENCE: Academic Intervention services are	Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation.	Students will attend classes before school, three days a week.

	provided for at risk students in grades 6,7and 8. RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting		
Social Studies	EXTENDED DAY SOCIAL STUDIES: Academic Intervention services are provided for at risk students in grades 6,7 and 8. RESOURCE ROOM Students who are identified as “at – risk” receive additional instruction and support by resource room teachers in a small group setting	Individual and small group instruction provides standards-based work to accelerate the concepts and skills that are in need of remediation.	Students will attend classes before school, three days a week.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Guidance is provided for students based upon teacher recommendation and guidance intervention. Students are identified and progress is documented, as well as articulated regularly, between the guidance counselor(s) and the classroom teacher. Our guidance program is dedicated to ensuring regular attendance in school and the well being of our students both academically and emotionally	Our School Psychologist operates as a member of the School Assessment Team and provides at – risk students with counseling and intervention based upon individual needs. The School Psychologist works closely with our guidance staff, social worker, IEP teacher and classroom teachers to review student progress, assess student needs, create and monitor FBA and BIPs when necessary and provide direct support to students as well as network with external resources to further support the social and emotional development of our students	Social Work services are provided for students based upon teacher recommendation and guidance intervention. Students are identified and progress is documented, as well as articulated regularly, between the social worker, guidance counselor(s) and the classroom teacher. Our staff is dedicated to the well-being of our students, both academically and emotiona

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
• The payroll secretary will work closely with the network HR point to ensure that non – HQT meet all required documentation and assessment deadlines. Mentors will be assigned to support newer teachers, struggling teachers and non – HQT teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
• Weekly departmental and / or Inquiry meetings. • Coaches and Network Curriculum Specialists will consult with teachers throughout the school year to discuss challenges and successes during the implementation of the Common Core curriculum. • Teacher will collaborate to create standards – based lessons for each unit. • Teachers will meet during Inquiry Team and / or ELA common planning to review student work

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I, Tax-Levy Title I and Tax Levy money will be utilized to purchase materials that support the CCLS and partially fund a supervisor and coach who provide professional development to teachers on the implementation of the CCLS and Teacher Effectiveness As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds Title III funds to implement this action plan from September 2013 through June 2014 as indicated below: Professional Development and professional conferences for teachers will be supported by Title I SINI money, Tax Levy funds and Title I funds. Native Language libraries have been purchased with Title III funds to address the needs of beginning and intermediate ELLS and ELLs that are SWDs. • Supplemental consumable materials for use during extended day programs (Title III) • Professional development for teachers of SWDs and ELLs (Title III)

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
• Teachers will collaborate to modify the new program, *Expeditionary Learning,* to include rigorous culminating tasks with the scaffolds built in for those at-risk students, especially the ELL and SWD subgroups, where needed. • Teachers will meet during Inquiry Team and / or ELA common planning to review student work as it relates to the question(s) and task(s) being assigned by the teacher. • Staff determined that a 5% increase on the teacher generated performance tasks, along with the scaffolded drafts, as assessed by the respective rubrics, would be the interim benchmark used by teacher teams to measure the effectiveness of the scaffolding and differentiation.

TA Schools Only

Use of Program Resources

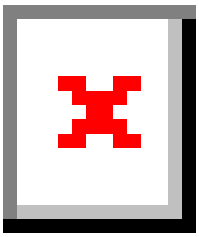
Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

INTERMEDIATE SCHOOL 303

West Avenue Academy



Herbert S. Eisenberg

Carmen N. Amador, Principal

Victor Iacovano, Assistant Principal

Audrey Houston, Assistant Principal

September 9, 2013

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 21	Borough Brooklyn	School Number 303
School Name IS 303		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Amador	Assistant Principal Audrey Houston
Coach Ms. Adelle	Coach Michelle Sullivan
ESL Teacher Mr. Kallaur	Guidance Counselor Mr. Dobin
Teacher/Subject Area Ms. Mikoda	Parent Amaurie Lewis
Teacher/Subject Area Ms. Hall	Parent Coordinator Marletta Barrow
Related Service Provider Ms. Korroll	Other Donna Bader (data specialized)
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	569	Total number of ELLs	64	ELLs as share of total student population (%)	11.25%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							2	2	2					6
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	**Newcomers (ELLs receiving service 0-3 years)**	45	**ELL Students with Disabilities**	16
SIFE	8	**ELLs receiving service 4-6 years**	15	**Long-Term (completed 6+ years)**	4

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 SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	39	8	3	15	0	10	4	0	3	58
Total	**39**	**8**	**3**	**15**	**0**	**10**	**4**	**0**	**3**	58
Number of ELLs who have an alternate placement paraprofessional: 1										

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**
SELECT ONE							0	0	0					**0**
SELECT ONE							0	0	0					**0**
SELECT ONE							0	0	0					**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE													0	0	0	0	0	0	**0**	**0**
SELECT ONE													0	0	0	0	0	0	**0**	**0**
SELECT ONE													0	0	0	0	0	0	**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
SELECT ONE									**0**	**0**
SELECT ONE									**0**	**0**
SELECT ONE									**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
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: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	3	9					**18**
Chinese							0	1	1					**2**
Russian							5	8	7	0				**20**
Bengali							0	0	0					**0**
Urdu							4	6	6	0				**16**
Arabic							1	2	3	0				**6**
Haitian							0	2	0					**2**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**16**	**22**	**26**	**0**	**0**	**0**	**0**	**64**

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	0						4	2	10					**16**

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	5	7	0				**15**
Advanced (A)							9	11	9		0			**29**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**16**	**18**	**26**	**0**	**0**	**0**	**0**	**60**

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

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					0
4					0
5					0
6	6	3	0	0	9
7	8	3	0	1	12
8	11	1	0	0	12
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9	7	4	0	0	0	0	0	20
7	3	2	5	0	5	0	3	0	18
8	5	5	2	1	0	1	0	0	14
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	1	5	5		1			14
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	n/a	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)			0	0	0			
Chinese Reading Test	0	0	0	0				

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Our school currently uses Scantron, Acuity, NYSESLAT or LAB-R and individual reading assessments (DRA) to assess the early literacy skills of our Ells. The results of these exams show that the newcmers who are beginners and are non-readers in English. Additionally there are two long term SWD / ELLs and the remainder of beginners that score 3 to 5 levels below grade level in reading. Driven by this data, we have implemented reading strategies that build upon phonemic awareness, encoding and decoding skills. Components of Wilson and Orton Gillingham as being used to provide these students with the foundations needed in phonics and decoding, as part of AIS for these students. The majority of our ELL popuatsion fall in the intermediate level, as gauged by the NYSESLAT, and additional testing shows that these students are also one to two years below their respective current grade level. These students, as well as our advanced leveled students, who are performing at or near grade level, are provided with leveled texts and leveled articles, through Achieve, to provide the scaffolding needed. Components of the WEX program are also utilized to promote stamina in writing.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Examination of the data reveals that across the grades, the number of students achieving "proficiency" in the "Reading and Writing" modalities is significantly lower than the number of students achieving "proficiency" in the "Listening and Speaking" modalities. Closer inspection of the four modalities reveals the "Writing" modality has the fewest number of "advanced" and "proficient" ELLs. We also use data from periodic assessments and the previous year's NYSESLAT scores. Benchmark portfolio pieces are also used to assess student performance.
   Most students that test into second language services test in at the beginner level via the LAB-R. The areas of weakness are predominantly the reading and writing modalities on the LAB-R. A smaller group of students show weakness in the listening/speaking. for those students, the ESL teacher focuses on phonemic awareness, which is embedded in their daily instruction.

   Audrey Houston, (AP) and Heather Adelle (Literacy specialists) work with the ESL teacher and content area teachers to assess and review the previous year's NYSESLAT results, as well as the item skills analysis for the ELA, when applicable. Based on this data, ESL teachers plan together with content area teachers to build voccabulary skills, phonemic awareness and sentence building into daily instruction.

   *Please note that thetotal student scores reflected in the LAT result table on page 4 does not refect the four students that scored proficient on the 2013 NYSESLAT exam.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The 2013 NYSESLAT combined modality analiysis has not been released by SED as of 11/15/13.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The majority of the students in the 6th and 7th grades lie within the advanced proficiency range and have a small number of beginners. The 8th grade on the other hand has almost an equal amount of studnets that lie in the beginning and advanced proficiency range, with the beginners being mostly newcomers.

Most classrooms exams are not offered in native languages, but for subjects other than ELA, glossaries are provided to ELLs. Students in the Beginning population seem to fair better on Native Language math exams via acuity and standardized testing, than english exams throughout the school year. The Math state exams given in Native Languages did not seem to increase results for those students taking the test in their native language. There is a high percentage of students that took the Math test in their native language and still

scored a Level 1.

The school leadership, ESL AP and literacy specialist facilitates meetings where the data and the item skills anaylsis for the various periodic assessments, including the ELL periodic assessments are analyzed. instruction is differentiated accordingly by the ESL and ELA teachers. This data is shared amongst all teachers of ELLs.

The subject area teacher assesses the student and shares that information with the ESL and other subject area teachers so that instruction can be provided at the students grade level. the ESL teacher can use texts at each child's guided reading level. the information is shared at weekly department meetings and through the Inquiry process.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   Second language acquisition occurs in the context in which that language is spoken. Acquiring any language, as a second language, means learning five primary linguistic elements: phonology, syntax, morphology, semantics, and pragmatics. Reading development depends on knowing the sounds in words and being able to accurately read words contained in text. Similarly, understanding the pragmatics of a language requires that second language learners understand phonology, morphology, and semantics. Because of the liguistic elements required for second language acquistion, the ESL teacher and teachers of ESL students , are provided professional development which focuses on incorporating these elements into lessons and units. Professional development is geared toward providing teachers with the strategies, tools and utilizing resources needed to incorporate speaking, listening phonology, semaitcs and pragmatics in addtion to beginning reading and writing.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   Indicators of progress for our programs for our ELLs are closely monitored through focus walks, analysis of student work during planning periods and Inquiry Team meetings and feedback from teachers, parents and students. Additionally, the LAP team reviews NYSESLAT scores, ELA and Math State Exam scores. We also monitor to see if the ELLs met Annual Yearly Progress.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   Our parent coordinator works in conjunction with the ESL Coordinator and the ESL teacher to assist in acclimating newcomers and providing out-reach to the parents of our ELLs. In addition the staff members, included in the HLIS process are Mrs. Houston, (ESL supervisor), Mr. Kallaur (teacher) and Ms. Hall (ESL teacher), all of whom are trained pedagogues in the HLIS

administration process. These staff members also assist families with the completion of the HLIS and a conduct informal interview during the process. Our school's ESL teacher conducts the initial screening and administers the LAB-R. Mr. Kallaur is our licensed ESL teacher who is also fluent in Russian. Translation services are available by our staff for translation in Italian, Turkish, Arabic, Portugese and Filipino. Our ESL teacher has been teaching ESL for two years and holds an ESL license.

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.
The intake, testing and placement prcesses are all included within ten days of admittance. All of the parents of students that are new to the country, New York City or the DOE are given a Home Language Survey at regegistration by a trained pedagoge, who is notified by the pupil personnel secreraty. If the teacher is unavailabe or a translator is needed, a mutually convenient appointment with the parent is made. The teacher and translator (if needed) complete the HLIS, in his or her native language, which is then reviewed by the trained pedagogue. If the parent selects a "language other than English" for one question on part one and two or more questions in part two, the student is scheduled a LAB_R unless the pedagogue feels the students is English dominant then an interview by the trained pedagogue is conducted. Based on the HLIS and the interview (if needed), the trained pedagogue administers the LAB-R to the student. The LAB-R is administered in a separate location under testing conditions. The various modalities which are speaking, listening, reading and writing are administered to the student during one or two days. Once the student is deemed as needing second language services, the parents are invited to attend a parent orientation during which time the Parents are shown the DVD and introduced to the three different programs that the Department of Education offers its ELL population. Parents are provided with the appropriate parent selection / survey forms and entitlement letters. These forms are usually completed during the parent meeting with the assistance of staff members and maintained on file in the ESL coordinator's office. If a parent chooses to complete the forms at home our Parent Coordinator, Marletta Barrow, will follow up with the parent to ensure that all forms are completed and maintained in our school records and in the student's cumulative file.
Based on the responses, the student is placed at beginning, intermediate or advanced LEP. If the child's native language is Spanish, then the LAB exam is administered by our Spanish-speaking trained pedagogue. If parents cannot make the parent orientation session, after the third out-reach attempt, we send home the brochure describing the different programs along with the parent selection letter.
In compliance with CR Part 154, as amended by the ASPIRA Consent Decree, if our school has more than 15 ELLs of the same langauage in two contigious grades, a bilingual class will be formed. Since we have not had such a population to date, we inform parents that if they choose DL or bilingual ed, a spot in a neighboring schools will be canvased. At this point our pupil personnel secretary, with the assistance of the network, work to find and offer the parent a neighboring school that has an available seat in the desired language. If a parent does not want to go to another school for the desired program, then the student is placed in our ESL program at the appropriate level, as determined by the results of the LAB-R. However, we keep record with the ESL teacher and the pupil personnel secretary of choices other than ESL and inform the parents if a bilingual program is opening.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
Once the LAB-R of LAB is scored by the trained pedagogue, either a non-entitlement or entitlement letter is given to the student while the parent coordiator simultaneiously calls the parents. If the student tests into Second Language Services, the parent coordinator invites the parent to a Second Language Orientation where the parent, trained pedagogue, translator (if needed) and administor are present. If a translator from the staff cannot be provided, translation services is contacted. Parents also participate in a parent orientation for ELL students and are shown the DVD and introduced to the three different programs that the Department of Education offers its ELL population. Parents are provided with the appropriate parent selection / survey forms and entitlement letters. These forms are usually completed during the parent meeting with the assistance of staff members and maintained on file in the ESL coordinator's office. If a parent chooses to complete the forms at home our Parent Coordinator, Marletta Barrow, will follow up with the parent to ensure that all forms are completed and maintained in our school records and in the student's cumulative file.

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.

The Program Selection Forms are distributed to parents in their native language when they come up to the school for the second language orientation. At that time they are shown the Chancellor's Orientation DVD, provided in their respective native language, and are provided with a question / answer session following the DVD and are given a Parent Selection / Parent Survey Form. At this time, we only have a freestanding ESL program because there are not enough students that speak the same language that have requested a blinigual program. Parents are made aware that they can request a bilingual program, but it would not be at our school.At our school, we currently only have an ESL program. If a parent's choice is other than ESL, we inform parents that we do not have the program they selected however we inform parents of a school where such a program exists. Our pupil personnel secretary will check with the regional office and our network to find a school that has the program that the parent has requested. If a parent does not want to go to another school to seek the program of their choice, then the student is placed in our ESL program at the appropriate level, as determined by the results of the LAB-R. However, we keep record with the ESL teacher and the pupil personnel secretary of choices other than ESL and inform the parents if a bilingual program is opening. Once the placement letters are completed, copies of made and the ESL teacher maintains a record and the pupil personnel secretary places a copy of the placement letter in the student's cumulative folder where it is kept on file. After the copies of placement letters are copied and filed, the orignal letters are distributed to students to bring home to parents. Additionally every year, after the results of the NYSESLAT exam are reviewed, a continued entitlement letter is generated for those students that will continue in the ESL program. This letter is provided to students in their home langauge and English. Copies are kept on file with the ESL teacher and the pupil personnel secretary who places a copy of these continued entitlement letters in the students' cummulative record folders. The orignals are given to the students to bring home to the parents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   All ELLs, even those that are NYSAA eligible, are required to take the NYSESLAT exam. To ensure this happens, the testing coordinator in conjuction with the ESL coordinator review the following ATS reports: RLAT, RESI and the RSER.
6. 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.) 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.
   To date, we have not had any requests for any other second language services other than freestanding ESL classes in the past five years. Our program model freestanding ESL, which is aligned with what all of our parents have chosen on the parent selection letters. The trend of parent program choices since the 2007 school year has been ESL therefore our school's program models offered are aligned with parent requests. We currently do not have a dual language or bilingual program in our school, nor have we had any parent request these programs as an option. Although we do not anticipate any changes to our current second language program, we will continue to communicate with parents of our English Language Learners through surveys, workshops and parent outreach programs to monitor any changes in the desired programs within our school. To accommodate the numerous languages spoken amongst our population, our school has implemented a Freestanding English as a Second Language (ESL) pull-out program. This program is reflective of the parent choices made on the Parent Survey Selection Forms that parents complete after the mandated Orientation that parents attend which is facilitated by our schools ESL teacher, ELL liaison and parent coordinator. As described more fully in section IV; question 2, if we have a population of students (more than 15) with the same language in two contiguous grades, a dual language and / or bilingual class can be offered. To date, we do not have this population nor the parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

Our school's ESL program has six pull-out classes taught by one ESL teacher. Our ESL teacher has been teaching ESL for at least five years and holds an ESL license. The ELLs are grouped heterogenously based on their NYSESLAT scores. Groups consist of "beginning", "intermediate", "advanced" or a combination of "beginning" and "intermediate". "Beginning" and "intermediate"

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)?

A teacher program is generated in the beginning of the year for the ESL teacher which is inclusive of the entire ELL population. ELLs are serviced 378 minutes per week and "advanced" ELLs are serviced 180 minutes per week. Students are grouped by grade and level. The aforementioned instructional times are the New York State-mandated ESL/ELA allotted instructional times based on student proficiency levels. The program consists of a "block" of ESL instruction, by grade. During the first 42 minute instructional period students are grouped heterogeneously as students of all proficiency levels (beginner, intermediate and advanced) are present during the first period ESL instruction. Advanced ELLs are dismissed following the first period of instruction and beginner and intermediate students remain with the ESL teacher to receive the mandated number of minutes of ESL instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

Teachers are currently being trained on Universal Design for Learning strategies to scaffold instruction in the different content areas, including Math, English Language Arts, Science and Social Studies. This scaffolding allows students to meet the demands of the Common Core Learning Standards. The ESL teacher is able to utilize texts at individual student levels due to the articulation between the general education teacher and / or the special education teacher and the ESL teacher.

Both the subject teachers and ESL teachers diffentiate instruction based on various forms of data, including the number of years of ELL service and reading and math levels as assessed via Achieve, Scantron, teacher - generated exams, DRA assessments and student-teacher conferences.

All ELLs have access to a variety of genre through a school library and leveled classroom libraries. Students and teachers regularly practice the "seven Habits of Good Readers". In addition to books rich in text, the ESL libraries have a multitude of picture books in different genre including picture books in the different content areas. In addition to the ESL standards, with the embedded tasks, English AS A second Language literary Instructional Guide (Grades 6-8) is the teacher guide used by the ESL teachers. This guide provides teachers with scripted lesson that serve as a springboard for the collaborative planning sessions shared between the ESL teacher and the content area teacher. The ESL teachers work collaboratively to plan lessons that use authentic reading materials to spark the writing process. Writing is based on reading materials; for example; many collaborative lessons focus on memoir writing that grows out of read alouds.

ELLs are placed in mainstream classrooms that consist of ELL students (grouped by NYSESLAT scores), English Proficient students and a common branch teacher. In addition to articulating with the ESL teacher, the classroom teacher (literacy teacher) utilizes many ESL methodologies in the mainstream classroom. The classroom teacher maintains a leveled classroom library right in picture books in various genre, easy novels and content area picture books. Classrooms (mainstream and ELS) contain work-walls and labels for every day materials in order to immerse the ELL student in the English language. Content area teachers provide sheltered intruction to students which ensures they are exposed to standards-based, grade appropriate work. In alignment with sheltered instruction and UDL, content area

teachers provide this instruction through mutli-media presentations, including videos, picutures and audio. Teachers also provide students the opportunity to work in groups where content is discuessed and socialization practices allow the content to be more accessable. In this way, Engish proficiency and content are acquired simultaneiously.

Our assistant principal facilitates articulation between the ESL teacher and the sixth, seventh and eighth grade literacy teachers regularly. Articulation focuses on curriculum and pacing in various content areas and reinforcing reading and writing skills for the week.. The ESL teacher focuses on the same skill as the literacy teacher but teachers the skills at different levels for purposes of differentiated instruction. Many of our ELL student practice the respective skill through elementary skill packets that are picture based. Teachers also articulate common practices in the classroom such as the workshop model where academic rigor is made accessible in the ESL and mainstream classroom. The articulation and collaboration between literacy and ESL teachers provides for improved English language development and assists the ESL teacher in providing content area instruction to ELLs.

ELLs are given access to native language libraries, when available and leveled libraries that match their performance and reading levels. Books on tape are also available to ELLs. In addition, translation dictionaries and glossaries are available during all instructional periods, including content area instruction.

Our school continues to utilize the online program, Achieve 3000. This program is an integral part of our ELA curriculum and is helpful in differentiating instruction for all students, particularly ELLs. The use of this program enables ELA teachers to deliver individualized instruction to students as texts are automatically modified to reflect each student's reading level so all students may participate in classroom assignments about the same text on his or her own level. Students are able to participate in assignments both in class and at home via the internet. All classrooms are now equipped with Smart Boards and document cameras to provide ELLs with video clips, pictures and additional visuals that support and scaffold lessons for the ELL population. Additionally three new laptop carts have been purchased this year to allow additional access for all students, especially the ELLs, to alternative programs instrumental in language acquisition.

In addition, the ESL teacher pushes into the content area classroom when available. Whenever possible, this collaborative teaching approach is embedded into the program when the classroom teacher is involved in lesson planning with the ELL teacher. In this way, articulation between the two is optimized and serves to enhance the learning in both the subject-area and the ESL classroom.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   ELLs are tested throughout the year with ELL testing accommodations in place in all classrooms. These accommodations include native language glossaries, extended time and tests in students' native languages when available. Acuity exams, which are benchmark pieces, provide math exams, for example in various languages. Teachers also use Google translator when possible to adminster exams in students' native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   The ESL teacher uses the NYSESLAT test preparation throughout the school year which includes testing in all four modalities. Addiionally, individual student portfolios are kept. Included in these portfolios are various tasks which include assessments in all four modaltities. Instruction and group work are differentiated so that all ELLs, especially beginning ELLs, can produce tasks verbally and attain information via listening, in addition to reading and writing.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instructional strategies for SIFE students and Newcomers include acting out scenarios, sequence writing and occupational skills including cutting and pasting to create story sequences. In addition, SIFE and Newcomers are part of a "buddy system" where the SIFE student or Newcomer is paired with a students (preferably) with same native language that can help the student adjust to the procedures, scheduling and classwork. The differentiation for these students, which is most predominant during students' work periods, also includes an increased focus on phonemic awaremess, letter names and sounds, demonstrations and hands on activities.

Differentiation for ELLs receiving four to six years of service includes activating prior knowledege, allowing students to work with less teacher direction where the work period is more student-centered and constructivist in nature. Students have the opportunity to view presentations via smartboard, utilize computers and other manipulatives. Articulation with the Language Arts teachers allows for students to read texts at their respective guided reading levels and focus in on the writing skills that particular students are in need of improving.

Instruction for long-term ELLs focuses on test-taking strategies in additions to focusing on the specific skills pertaining the to the different NYSESLAT modalties that students may be deficient in. Some of the strategies utilized are effective note taking, pre-reading, the use of dictoionaries to support definitions derived from inferencing skills and visualizes the text.

Students with Interrupted Formal Education (SIFE) require special attention. Our school provides these students with extended individualized attention through after school programs in order to bridge the gap of instructional time lost. The ESL classes conducted after school meet two times per week. The sessions last appoximately two hours and students are instructed in small homogeneous settings. The three classes consist of beginning, intermediate and advanced ELL learners. These after-school sessions focus on language skills, reading and writing skills and mathematics.

Another group of ELLs that require special attention are Long Term ELL students. Students that come to our school from other New York City Public schools, received ELL services at an elementary level, and are still in need of services are deemed as Long Term ELL students. We first determine if the student's difficulty is language based or if the problem stems from a learning disability. Our Pupil Personnel Team (PPS) discusses the specifics of the student and through a consensus, the student is referred to our School Assessment Team (SAT) for evaluation. If the SAT determines that the problem is language based and deems the student to have special needs an IEP is created for the student and "monolingual" for the student is noted. The student will then receive additional support services. If the SAT determines that the problem is language based we will offer the student additional ESL services, such as peer tutoring with an "advanced" level ELL student and after school ESL classes.

Students that have recently tested out of ESL (one or two years after testing proficient) are generally placed in a classroom with current ELLs, when possible. This allows these former ELLs to continue to be exposed to ESL strategies that content area teachers are utilizing in the classroom. Additionally, former ELLs (up to two years) are given the testing accommodations mandated by the state for standardized and classroom exams. Portfolios are also kept for these students to track their progress and ensure that they are meeting standards. Additionally, the ESL teacher articulates with content area teachers monthly to check on the progress of these students that have recently tested out of ESL.

7. 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?
   Students are provided with services and supports that are appropriate to their current age levels and their assessed educational levels. however, students that have displayed a need for modified instructional or emotional support, or have IEPs are given services based upon his or her individual IEP goals.

   Teachers in all subjects follow the NYC scope and sequence for Science and Social and the core currilcum for ELA and Mathematics along with the new programs, CMP3 and Expeditionary Learning. Teachers utilize the same grade-appropriate texts with the ELL-SWDs as the general popultation however, instruction is highly scaffolded for this population. Teachers, having been trained in UDL and differentiation, utilize different support texts based on student

individual reading levels, mutli - media, graphic organizers, individualized glossaries and native language glossaries.

ELL-SWDs receive all services mandated as per their IEPs through individualized programs that are created for students. Facilitated by an administratior, the SAT and PPC teams collaborite with the special needs teacher to create a program where related services, including ESL services can be provided to each student with minimal disruption to the regular class program.

ELL-SWDs whose IEP mandates bilingual instruction are provided with an alternative language placement paraprofessional. All ELL-SWDs are provided with the appropriate number of ESL units as student programs are tailored to the individual. Students either receive ESL instruction during language arts, when permissible, or are pulled our for ESL instruction during minor subjects. As with all SWDs in our school, IEPs are reviewed by the IEP teacher, the special education supervisor and the school assessment team to ensure that all ELL-SWDs receive all services mandated on their respective IEPs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The diverse needs of our ELL-SWDs are met through scaffolding the curricula when needed. Teachers have been trained in differentiating and scaffolding to meet the needs of these students to meet their IEP goals. Additionally, as part of the special education reform, flexible scheduling has been implemented for those ELLs-SWDs that are able to function in the general education classroom and are serviced as per the appropriate ESL mandates with general education students when possible. As with all SWDs, the special education teacher and supervisor meet with the school assessment team and review data and the students IEP goals and progress reports to determine which subjects the student needs special education for and which subjects the student can be in the general education classroom. Additionally, all of the special education programs that are considered for SWDs (SETSS, ICT, self-contained and related services) are considered for ELL-SWDs as well. SWDs follow the same evaluation criteria as SWDs however ELL-SWDs are tested in their native language. When it is found necessary, the student student is referred to ESL and is placed in the least restrictive environment as evaluatd by the school assessment team. These students are tracked and discussed during weeking SAT team meetings. During annual reviews, as is done for all SWDs, the special education teacher meets with the SAT and the parent to review if the student is in fact in the LRE to meet his / her instructional needs.

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:	n/a			
Social Studies:	n/a			
Math:	n/a			
Science:	n/a			

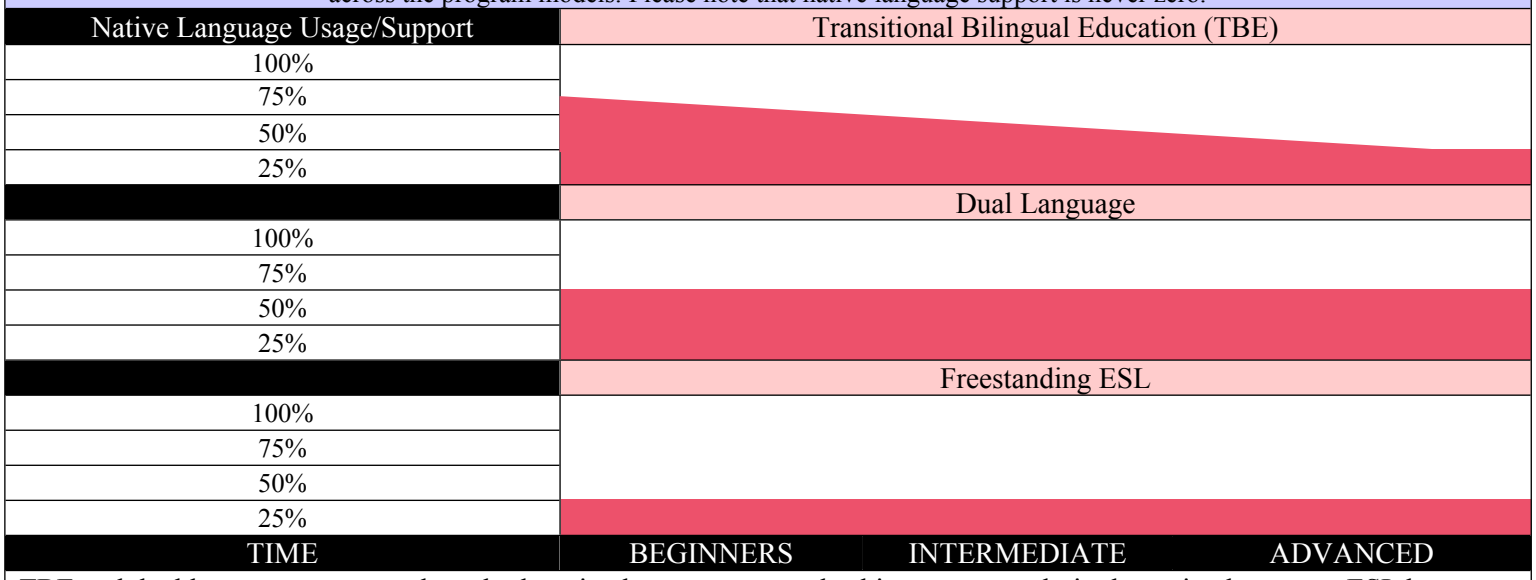
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

   Targeted intervention programs for ELLs identified as students with disabilities as well as for ELLs in ELA, math and other content areas include:

   - 50 minutes of extended instruction 2x/week
   - At-risk SETTS services
   - At-risk speech
   - Counseling / At-risk counseling
   - Phonices -based program for beginning ELLs during early morning
   - Summer enrichment program
   - Title I & Title III after – school and Saturday programs

   Students receive intervention in all content areas, including ELA, math, SS and sci during our extended day 50 minute program via small group instruction. additionally, students receive small group instruction during after school and Saturday school programs using Title III funds. Students are given opportunities to work with trained ELL pedagogues, using laptops, Leapfrog software and Achieve 3000 educational software. Additionally, newcomers have been targeted and chosen to take part of an intense phonics-based program to promote fluency in reading.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    The effectiveness of our current ESL program is monitored by classroom exams and tasks, NYS ELA scores, NYS Math scores, NYS Science scores and NYSESLAT scores. As a team, the LAP committee meets and discusses the aforementioned data sources to determine where students have made gains and where students are still in need of improvement.

11. What new programs or improvements will be considered for the upcoming school year?

    We are considering the online programs, Study Island, Reading Express and IReady. Additionally, we are also using a Wilson-like, pheonetic-based approach to language acquisition for newcomers during AIS for these students.

12. What programs/services for ELLs will be discontinued and why?

    We do not plan to discontinue any of our current programs / services for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    Title I and Title III programs are available to all ELLs, regardless of performance level. Title III programs take place after school on Tuesdays and Thursdays and Saturday mornings. Title III instruction focuses primarily on re-enforcing basic literacy and computational skills that are necessary for ELLs to be successful in a mainstream classroom.

    Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Smartboards and laptop carts have been purchased and are used to scaffold and enrich ESL instruction as well as content area instruction for all ESL students. We use Expeditionary Learning and CMP3 as the base for ESL instruction in Language Arts and Mathematics. This material is modified and scaffolded to help ELLs meet grade standards. Our school currently uses Achieve 3000, a software based differentiated instructional software, electronic glossaries and audiobooks to provide instruction to ELLs.

    ELLs now have the opportunity to take part in our News LIteracy program, which helps create an awareness of current events and an awareness of the manipulation that can sometimes occur through the media. Through this program, used in conjection with Achieve, Teen Tribune and the centerfornewsliteracy.com, students are able to read articles on their respecitive levels and have the opportunity to be immersed in guenuine conversations based on text as well as pictures.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    In the program that we have, ESL, Native language support is delivered by utilizing the Buddy-System for students that speak the same language; when possible, we pair a students with a higher and lower level proficiency to aid the lower level student while

simultaneously supporting the native language for both students. Additionally, native classroom libraries are avialble in the ELL classroom and content area classrooms. Students are supplied with glossaries in native languages that can be utilized in all of their content areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Through Title I and Title III funding, we are able to provide students afterschool remediation with the support needed to provide additional support. Additionally, ELLs are mandated for early morning tutoring to address their deficiences and scaffold them to grade level. Title I and Title III programs are available to all ELLs, regardless of performance level. Title III programs take place after school on Tuesdays and Thursdays and Saturday mornings. Title III instruction focuses primarily on re-enforcing basic literacy and computational skills that are necessary for ELLs to be successful in a mainstream classroom.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    ELLs that are enrolled before the school year are invited, along with their parents, to an orientation that is held at the end of June. If students are registered after this time, they are invited along with their parents to an orientation held in September to introduce them to our school, the programs offered in our school and specifically to our ELLs. We inform parents of the special after school programs that we have taylored to ELLs. the adult ESL program offered to our parents and provide parents with an overview of our ESL program and how they can support their ESL child ast home. During this orientation, parents are given lists of books to read based on reading levels. Summer literacy and math packets are distributed to all students in all grades. These packets are designed to re-enforce literacy and math skills and encourage parent-student interaction.

18. What language electives are offered to ELLs?
    ELLs are offered an elective of Spanish.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Intensive professional development has been provided for all teachers who service ELL students, as well as Assistant principals, content area teachers, paraprofessionals, guidance counselors, common branches teachers, special education teachers, school psychologists, secretaries, parent coordinators and providers of related services. Both the classroom teacher and pull-out ESL teacher have received training in Balanced Literacy, best ESL strategies, and incorporating these practices and strategies into the ESL and mainstream classrooms. Weekly meetings are held with content area teachers, including the language arts teacher, the math teacher and ESL teacher. These weekly meetings focus on aligning instruction in all content areas to the Common-Core curricula and tailoring and scaffolding our school's programs in these content area to ELL instruction. Additional monthly special education meetings are held for special needs and ESL teachers. Additional professional development days for ELL teachers are 2/24/14; 3/21/14 and 5/23/14.

APs receive PD from our CFN. The ELL achievement specialist has trained APs on topics such as reducing ELL referrals and how to boost ELL performance. ESL teachers provide professional development to all teachers during PD sessions. Parent Coordinator attends conferences offered by CFN 605 that relate to parent outreach for the ELL population. AP provides turn key PD for psychologists, OT/ST, special education teachers, secretaries and parent coordinator.

Teachers have been instructed on how to incorporate ELA standards into ESL lesson planning and the ESL curriculum. ESL teachers have been trained in unwrapping the standards of the core curriculum. All teachers, including the ESL teachers, have been trained on the structure of the reading and writing workshop using a workshop approach to classroom teaching of reading and writing and in UDL to scaffold instruction for ELLs and ELLs with disabilities to help students meet standards. Teachers have been shown how mini-lessons are created out of student work and how these mini-lessons should be utilized in the workshop model classroom. The components of the ELL classroom have been a focus of the professional development conducted in order to ensure that classrooms are print-rich environments for all ELL students. A primary goal of the professional development among ESL teachers has been the implementation of Bloom's Taxonomy in the ESL classroom. Teachers have been provided with the tools needed to engage in scaffolding, to elicit critical thinking skills amongst the students, and to provide students with numerous opportunities to engage in academic rigor and accountable talk. Professional development for the ELL teacher includes weekly meetings; these weekly meetings are held on Mondays and involve two separate 42 minute sections: one session focuses on delivering phonics-based instruction for beginning ELLs while the other PD section focuses on taloring and scaffolding the core curriculum for ESL students.

All staff members participate in a minimum of 7.5 hours of ELL training. These training sessions take place during chancellor's professional development days, including the day before the start of school and the Chancellor's professional development day on Election day and / or in June. Records of these training sessions, including agendas and sign – in sheets are maintained on file in the ESL coordinator office as well as in the principal's files.

PD has been provided on the following dates:
1. September 3, 2013
2. November 6, 2013

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

IParents are strongly encouraged to be active participants in their child's education. Parent surveys are distributed to receive feedback about the types of workshops and / or services parents believe would help them become a partner in the educational process. Parent workshops are conducted bi-monthly based on parent feedback. Translation services are provided as needed.

Workshops are provided for parents of all incoming ELLs with translated materials, when available. Bi- monthly PTA meetings encourage participation from all ELL families and provide translated home letters and workshop opportunities with translators.

I.S. 303 is currently the recipient of a "Homework Help" grant. This grant provides enrichment opportunities for all students through an interactive hands – on after – school program.

Our school recently purchased a service contract with a web – based company, Datacations. Through Datacations, we are able to provide an interactive informative school website where parents can have access to their child's daily homework and classwork calendar, test scores, attendance, etc. This website has a translation feature that allows the entire website and its content to instantly be translated to over 50 languages.

During PTA meetings parents are given parent interest surveys to assess their interests and / or needs regarding their child's education. Parents further discuss these issues during School Leadership Team meetings and Title I meetings with school staff and Parent Coordinator.

Paste response to question here:

E. 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.

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Amador	Principal		11/15/13
Assistant Principal	Assistant Principal		11/15/13
Marletta Barrow	Parent Coordinator		11/15/13
Sergei Kallaur	ESL Teacher		11/15/13
Amauie Lewis	Parent		11/15/13
Michelle Sullivan / Math	Teacher/Subject Area		11/15/13
Heather Adelle / ELA	Teacher/Subject Area		11/15/13
Heather Adelle	Coach		11/15/13
	Coach		11/15/13
Brett Dobin	Guidance Counselor		11/15/13
Wendy Karp	Network Leader		11/15/13
Donna Bader	Other Data Specialist		11/15/13
Olina Korroll	Other Related Service Prov		11/15/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21k303 **School Name:** Herbert S. Eisenberg

Cluster: 2 **Network:** 605

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.

Members of the LAP review the HLIS and RHLA of newly admitted students to the USSS as well as our articulating sixth grade ELLs. The pupil personnel secretary and the ESL teacher will keep record of the languages and share with the homeroom and subject teachers of these students whose families are in need of materials in native languages.

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

The parents in need of written translatiion and interpretation services are predominately Urdu (63), Spanish (137) Russian(127), Arabic (9), Chinese (10). The findings are reported to the school community through articulation between the pupil personnel secretary, the parent coordinator, the ESL teacher, and the homeroom teachers during department and grade conferences.

Part B: Strategies and Activities

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

We utilize the department of education website to provide parents with native language documents when offered through the deparment of education. School-generated documents are translated through Google translator facilitaed by both the secretary, parent coordinator and the webmaster. Parents are able to utilize Google translator on our school's website to translate important and relevant information that has been uploaded on the school website. When necessary the school utilizes the services of our student Translation Team. These students receive Arista / Archon credits for serving as translators when needed by the secretary and / or the webmaster. Through this Translation Team, we are able to provide translation services in Spanish, Urdu, Russian, Arabaic and Chinese. If necessary, outside vendors will be provided.

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.

Depending on the language, the school will provide translation services by school staff or parent volunteers when possible. In addition the school has created a Translation Team of students. These students receive Arista / Archon credits for serving as translators when needed by staff. Through this Translation Team, we are able to provide oral translation services in Spanish, Urdu, Russian, Arabaic, Creole and Chinese. If necessary, outside vendors will be provided. Through this Translation Team, we are able to provide translation services in Spanish, Urdu, Russian, Arabaic, Creole and Chinese. The staff , members of the translation team or outside provider will facilitate translation services by attending conferences and meetings when necessary.

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.

In the beginning of the school year, we provide parents with written notification, in their native languages, of their rights regarding translation and interpretation services. Our Parent Coordinator, along with our PTA President, will work to ensure that letters are distributed to all parents, available in the primary languages spoken by parents of students at our school, informing them of their rights to translation and interpretation services and methods of receiving these services.These rights are also posted in the school, on the parent bulletin board located in the main lobby , the parent information board posted in the main office and in the guidance and parent coordinator offices. Our school safety plan explains the procedures in which the school safety officer, at the school's entrance, will adhere to in order to ensure the parents' needs of language access services are met and they are not prevented from reaching the school's administration. Any languages that we don't have covered and we cannot through our translation services described above shall be obtained from the Translation and Interpretation unit or translated via an outside vendor.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: I.S. 303 Herbert S. Eisenberg	DBN: 21K303
Cluster Leader:	Network Leader: Wendy Karp
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 2 # 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: The performance of English Language Learners on the NYS ELA is of particular concern at our school, as students in this subgroup failed to make AYP as measured by the NYS Accountability Report for the 2010 - 2011 school year. According to the most recent data released by the NYC DOE, our ELLs have made progress, however we would like to continue to support our ELL students with focused instruction after school that will enable them to utilize native language materials and educational software to further engage our students. Therefore, I.S. 303 will provide additional instruction to ESL students during after-school sessions on Tuesdays and Thursdays (3:00pm - 5:00pm) beginning in November and ending in May . The program will run for 43 weeks. There will be two groups of 20-25 students in grades six through eight. ESL students in grades 6, 7 and 8 will be taught in a small group setting on these days by a licensed ESL teacher and a licensed content area teacher. The teachers will alternate between groups of students so that each student receives content area and ESL instruction. Instruction will be delivered to these students in the english language using ESL teaching strategies. The primary focus of this program will be to increase the literacy and language skills of English Language Learners using native language libraries, role -- playing techniques, cooperative learning activities, small group instruction and the integration of technology. The program will run through May 2013. One supervisor will oversee the program to ensure quality instruction and safety.

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 ESL and content area teachers will receive PD on curriculum planning and pacing, utiilzing test preparation materials and working on the skills embedded in the tasks that students are completed during the school day. Vicki Delgato for Attanasio and Associates will present to the ESL teacher and content area teachers on maximizing the use of native language libraries for ELLs and FELLS in addition to implementing NYSESLAT test preparation skills in the curriculum. On January 30th, 2012, the ESL and content area teacher, along with the Title III supervisor will attend the workshop entitled, "Strenthening Common Core Competencies for ELLs" hosted by Dr. Kate Cinsella. On the last Friday of every month, the ESL and content area teacher, facitlitated by the ELL supervisor, will view the online video series on "Implementing a Successful RTI model with English Language Learners". On January 18, 2013, the ESL teacher and principal will attend a BOCES conference focusing, "Teaching Literacy Using ESL Strategies". The teachers will receive professional development during grade and / or department conferences and planning periods. Ms. Adelle, our literacy specialist / literacy coach will provide teachers with ESL

Part C: Professional Development
Professional Development. Ms. Adelle will attend several network meetings from our network, CFN 605. Ms. Adelle will also work closely with network team members during school visits to discuss effective teaching strategies for English Language Learners. Coaches and Assistant Principals will provide weekly professional development to Ms. Ramirez, our licensed ESL teacher who will also teach students in this program. Ms. Ramirez will be encouraged to attend weekly ELA common planning periods and after school workshops. Topics that will be covered during professional development include the integration of technology in the ESL classroom, differentiated instruction, implementation of the CCLS and building phonemic awareness. (*Please list months, titles and presenter of all PD offered - a tentative schedule.)

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: Parents are strongly encouraged to be active participants in their child's education. Parent surveys are distributed to receive feedback about the types of workshops and / or services parents believe would help them become a partner in the educational process. Parent workshops are conducted bi-monthly based on parent feedback. Translation services are provided as needed. Ms. Carmen Amador will present various topics on "Supporting Your Child in the Process in Second Language Acquisition" bi-monthly during PTA meetings, beginning on our December 12, 2012 PTA meeting. Parents will also be offered workshops sponsored and hosted by Leadership Academy on the topics of Bullying, Internet Safety and Helping Your Child With Homework. In Addition, parents are offered the opportunity to attend ESL classes for adults, taught by the ESL teacher, every Thursday beginning November 29, 2012. (*Please list months, titles and presenter of all Parent workshops offered - a tentative schedule.)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
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) • Per session • Per diem		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		