



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELEANOR ROOSEVELT
DBN (i.e. 01M001): 06M143
Principal: LA KISHA MCDANIEL-LUKE
Principal Email: LMCDANI@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: BEN SOCCODATO

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
La Kisha McDaniel-Luke	*Principal or Designee	
Juana Gavilanes	*UFT Chapter Leader or Designee	
Juan Felix	*PA/PTA President or Designated Co-President	
Anna Foster	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Desiree Lucario	Member/ Teacher	
Sophia Matos	Member/ Teacher	
Joanna Rosso	Member/ Teacher	
Miguelina Manard	Member/ Parent	
Leanette Toribio	Member/ Parent	
Rosanna Cabral	Member/ Parent	
Monica Hernandez	Member/ Parent	
Almanzar Matividad	Member/ Parent	
	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
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

To improve staff accountability for continuous improvement.

By May 2014, 100% of teachers will receive frequent written feedback from supervisors, based on evidence-based system of the Danielson Framework For Teaching, that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups.

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.

The school's Progress Report 2012-2013 reveals students' progress and performance ratings of , indicating a strong need to improve teachers' pedagogical practices in order to ensure improved student outcomes.

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

Strategy-Supervisors will implement a fully functional system of observations and feedback to hold administrators and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.

1.Activity-A minimum number of frequent classroom observations, using Charlotte Danielson's Framework For Teaching and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including option 1 (minimum of 1 Formal Observation plus 3 Informal Observations) or Option 2 (minimum of 6 Informal Observations), with feedback provided to all teachers within 2 weeks.

2.Activity-All teachers will complete a minimum of 3 self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, beginning of year, mid-year, and end of year.

3.Activity-Pre and post observation conferences between supervisors and teachers will focus on pedagogical practices, using Charlotte Danielson's Framework For Teaching, leading to the improvement of student learning outcomes and the attainment of teachers' goals.

4.Activity-Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen teaching practices.

B. Key personnel and other resources used to implement each strategy/activity

1.Consultant will work with Principal and Assistant Principals on effective classroom observations and feedback

2.DoE Talent Coach, Peer Instructional Coaches, Demonstration Teacher and Teacher Effectiveness Ambassador will meet with teachers to support their implementation of ADVANCE requirements and Danielson Framework For Teaching Rubrics

3.Principal and Assistant Principals will provide teachers feedback either in writing in one-on-one feedback sessions

4.All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure) will collaborate in grade level and content area meetings

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

1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options

2.Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' goals, student achievement, and observed practice.

3.50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed.

4.Agendas, minutes, and documentation forms will reflect teachers' expertise in assessments of Common Core Learning Standards curricula, instructional practices, and student work, with appropriate implications and plans for next instructional steps to support improved student outcomes.

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

1. Beginning October, 2013, after initial one-on-one IPC conferences with all teachers in September 2013, and continuing weekly until May 2014..

2.Three times during the year, at goal-setting meetings in September/October 2013, during mid-year conferences in January 2014, and ending at end of year conferences, May, 2014.

3. Beginning September 2013 and continuing on an ongoing, frequent basis, with feedback provided no later than one week after observations, ending in May, 2014.

4.Beginning in October, 2013, Teacher Teams will meet weekly and end in June, 2014.

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

1. Consultant's professional development services will be allocated funds through allowable funding sources.

- 2 Teacher Incentive Fund Grant covers costs for 2 Peer Instructional Coaches.
- 3.No cost associated with this activity.
- 4.No cost associated with this activity.

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).

N/A

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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- The Principal, Assistant Principals, Math Coach and Parent Coordinator will hold parent workshops for parent education about CCLS, intervention strategies and programs, supporting students at home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Translation is provided by the bilingual Assistant Principals as well as the bilingual parent coordinator.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and Guidance Counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, 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.
- All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

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.

To develop a data-driven school culture that is based on student needs, assessments, and analysis, informing instruction and resulting in greater student achievement outcomes. By June 2014, the vast majority of teachers' assessment practices will consistently reflect the varied use of ongoing checks for understanding, student self-assessments, and effective feedback to students so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps.

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.

The school's most current Quality Review Report of 2010-2011 cited the following "what the school needs to improve" bullets:

Expand the process of analyzing data on student learning in order to adjust instructional decisions at the team and classroom levels.

Teacher teams use a range of assessment data including student work to analyze progress. The school's adapted persuasive writing rubric is used to assess student writing, however the school has not identified exemplars in persuasive writing that are aligned to State standards in order to guide student growth to grade level expectations. Consequently, teachers have difficulties evaluating the effectiveness of instructional strategies that support students' next learning steps.

A majority of teachers collaborate on teams to analyze data in order to adjust curriculum and instructional practices to increase student outcomes.

Teacher teams meet regularly to plan instruction, monitor student progress and identify trends across the grades. Nevertheless, teams have yet to develop the practice of reviewing student work products as a critical source of data. Thus, this limits opportunities to make adjustments to the curriculum that meets the needs of individual students.

The use of an inquiry approach is developing across the teams as teachers use unit test and benchmark results to denote student progress; however, there is an uneven analysis of student work products across grades. This limits teachers' abilities to analyze the effectiveness of their instructional decisions to improve learning outcomes for all students.

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

Strategy-The school leaders and teachers will develop and participate in a data-driven school-wide culture, based on students' needs, assessments, and analysis to inform instructional next steps, resulting in improved student achievement.

- 1.Activity-All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices with Danielson artifacts, developed during the 2013-2014 school year.
- 2.Activity-Supervisors will review and analyze the documentation forms submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.
- 3.Activity-All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson Framework For Teaching component 3d).
- 4.Activity-All teachers will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms.

B. Key personnel and other resources used to implement each strategy/activity

- 1All Teacher Teams will collaboratively Look at Student Work, 2 times per month and collaboratively meet to Share Best Instructional Practices, with Danielson artifacts, 1 times per month.
2. Supervisors will review and analyze the documentation forms submitted by the Teacher Teams
- 3.Peer Instructional Coaches and Consultants will plan and conduct Professional Development workshops.
- 4.All teachers, with support of coaches, ambassadors, and consultants will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.

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

- 1.Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
2. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
3. Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided. Supervisors' observations will reflect teachers' planning and implementation of strategies and pedagogical practices presented.
- 4.Lesson plans and classroom observations will reflect levels of performance, as rated by the Danielson Framework For Teaching Rubrics.

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

- 1.Teacher Team meetings begin In September,2013, and are conducted weekly, according to the school's year-long calendar

2. Supervisors will collect and review documentation forms on a weekly basis, starting in October, 2013 and ending in June, 2014.
3. Beginning in September, 2013, Professional Development workshops will be provided at monthly faculty conferences; Professional Development will be provided during weekly designated preparation periods for targeted teachers, and ending in June, 2014.
4. Beginning in September, 2013, Teacher Teams will meet weekly after-school, during Extended Day session (Wednesdays) to collaboratively develop a minimum of 5 Highly Effective lessons and ending in June, 2014

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.

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).

N/A

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	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 #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.

To provide coherent Common Core Learning Standards-based instruction that leads to multiple points of access to all students to achieve targeted goals. By May 2014, the vast majority of teachers will routinely implement consistent practices that are aligned to the curricula and reflect the school's Quality Review-aligned coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts, as well as by discussions at the team and school levels.

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.

The school's most current Quality Review Report of 2010-2011 cited the following "what the school needs to improve" bullets:

- Enhance tasks that emphasize rigorous habits, higher order skills, and include questioning that extends thinking to maximize student learning. The school has identified key standards in order to address the needs of students and characteristics of rigorous quality instruction have been adapted to focus on questioning to extend student thinking. However, instructional practices that support higher order thinking are not aligned to the curriculum, limiting engagement of students in higher level learning.
- Teacher teams review curriculum and analyze data in order to identify strategies that engage a diversity of learners, however the data reflects additional supports are necessary in order to adapt strategies that meet the needs of all subgroups, so that they are further challenged and engaged in order to close the achievement gap.
- Ensure that lessons are suitably differentiated to challenge and meet the needs of all subgroups to accelerate student performance. Differentiation of instruction is inconsistent across the grades. Lessons are generally teacher directed and do not always reflect the use of data to support struggling learners at their instructional levels. As a result, the needs of all students are not being met to increase learning opportunities. The adapted curriculum in all content areas supports the development and use of skills that require students to explore, analyze and synthesize

information, in order to complete assignments. However, across classrooms students are not always provided differentiated opportunities to develop these skills. As a result, not all students are challenged, leading to uneven level of student engagement that limits student achievement.

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

Strategy-Teachers will implement coherent Common Core Learning Standards–aligned instruction, including multiple entry points of access for all students to achieve targeted goals.

- 1.Activity-Universal Design for Learning strategies will be incorporated in teachers’ lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement.
- 2.Activity-Professional Development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners.
- 3.Activity-All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning Standards-aligned curricula to meet the precise needs of subgroup students and support their access into the rigorous texts of Common Core curricula.
- 4.Activity-Supervisors will expect and emphasize the best pedagogical practices of the school’s Coherent Set of Beliefs About How Students Learn Best, in alignment with the Danielson Framework For Teaching in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.

B. Key personnel and other resources used to implement each strategy/activity

- 1.All teachers will plan for and implement coherent Common Core Learning Standards–aligned instruction, including multiple entry points of access for all students.
2. Coaches and Consultants will provide Professional Development workshops and planning meetings to address UDL and differentiated strategies, including guided reading, to support the learning needs of subgroup populations, such as ELLs and SWDs.
3. All teachers will meet weekly in Teacher Teams.
- 4.Supervisors will observe teachers’ practices, conduct pre and post observation conferences for formal observations, and provide feedback after all observations.

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

- 1.Supervisory Review and Rating of teachers’ lesson plans, using the Danielson Framework For Teaching Rubrics , Domain 1 Planning and Preparation components.
- 2.Classroom supervisory observations will document teachers’ implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.
3. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
4. Classroom supervisory observations, pre and post conferences with teachers, and feedback to teachers will document teachers’ implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.

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

- 1.Beginning in October, 2013 and ending in May, 2014, ongoing supervisory review and rating of lesson plans, as outside evidence and teacher-submitted artifacts, as part of the ADVANCE Evaluation System.
- 2.Weekly Professional Development sessions will be provided to teachers, beginning in September, 2013 and ending in June, 2014.
- 3Teacher Teams meet weekly, during designated and calendarized schedules, beginning in October, 2013 and ending in June, 2014.
- 4.Beginning in October, 2013, supervisors will conduct pre and post observation conferences, provide feedback to teachers, and provide ratings for all classroom observations, and ending in May, 2014.

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

- 1.No cost associated with this activity.
- 2.Consultant’s professional services will be funded through allowable funding sources.
3. No cost associated with this activity.

4. No cost associated with this activity.

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).

N/A

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
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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.

To enhance the dialogue and communication between parents, students, and school constituents, centered on student learning and student success. By June 2014, there will be an increase of at least 5% in the average number of parents, staff, and students who respond "strongly agree" on the Spring 2014 School Learning Environment Survey, in response to questions related to communication and data.

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.

The school's most current Learning Environment Survey 2012-2013 reflects the following parents' responses, staff's responses, and students' responses to questions pertaining to communication and data:

Parents:

My child's school:

keeps me informed about my child's academic progress. (8.8) 58 40

keeps me informed about what my child is learning. (8.2) 46 46

keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (8.4) 50 44

communicates with me in a language that I can understand. (8.9) 61 37

gives my child regular and helpful feedback on his or her work. (8.4) 46 50

Level of satisfaction-The response I get when I contact my child's school. (8.3) 43 52

Teachers:

My school communicates effectively with parents regarding students' behavior. (7.4) 35 49

My school communicates effectively with parents about their child's progress. (8.4) 41 57

Students:

Most of the teaching staff at my school give me regular and helpful feedback on my work. (8.4) 47 47

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

Strategy-All school constituents will share data in ways that empower and encourage families to understand and use data to promote dialogue between parents, students, and school staff, centered on student learning and success.

1.Activity-ARIS Parent Link will be monitored to track the number of parents who are using the resource.

2.Activity-Student grades will be posted regularly on JUPITER online for parents to track their children's progress and performance, in real time.

3. Activity-Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents.
4. Activity-Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year.

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator will monitor parent link on ARIS to track number of parents using the resource.
2. Teachers enter student performance data online, using JUPITER. Parents connect with JUPITER to view their children's progress and performance.
3. Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness..
4. Teachers will share students' CCLS work with parents.

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

1. Increase in percentage of parents using ARIS parent link online.
2. Increase in percentage of parents using JUPITER online site.
3. Parents' responses on school's Spring 2014 Learning Environment Survey will reflect strongly agree with questions related to communication and data.
4. Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets.

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

1. Beginning in September, 2013 and ending in June, 2014, parent coordinator will monitor parent link on ARIS, monthly.
2. Beginning in September, 2013 and ending in June, 2014, parent coordinator will monitor parents' utilization of JUPITER.
3. Beginning in September, 2013 and ending in June, 2014, Parent Coordinator will plan and implement monthly parent workshops.
4. Teachers will share examples of students' CCLS work at Parent-Teacher conferences, during Fall 2013 and Spring 2014 conferences and at various times throughout the year, as needed.

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

1. No cost associated with this activity. Parent Coordinator will monitor monthly.
2. No cost associated with this activity. Parent Coordinator will monitor monthly.
3. No cost associated with this activity. Parent Coordinator will plan and implement activities.
4. No cost associated with this activity. Teachers will inform parents of their student's progress throughout the year.

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 guidance counselor, parent coordinator, and literacy coach hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and guidance Counselors provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions

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.

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	Title IA	Title IIA	Title III	Set Aside	Grants
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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
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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	<ul style="list-style-type: none"> • Yeshiva Tutoring Service • IReady Academic Intervention • Title 3 • Extended Day ELA& Math • Expanded Day-MSQI 	<ul style="list-style-type: none"> • One-to-one tutoring & Small Group Homework Help • Small Group • Small Group • Small Group • Small Group 	<ul style="list-style-type: none"> • During the school day • School Day/Saturday Tutoring • Saturday • After school • Saturday
Mathematics	<ul style="list-style-type: none"> • Yeshiva Tutoring Service • IReady Academic Intervention • Title 3 • Extended Day ELA& Math 	<ul style="list-style-type: none"> • One-to-one tutoring & small Group Small Group • Small Group • Small Group 	<ul style="list-style-type: none"> • After school • During the school day& during lunch • Saturday
Science	<ul style="list-style-type: none"> • Intensive instruction • Yeshiva Tutoring Service • Interdisciplinary projects 	<ul style="list-style-type: none"> • Small Group • One-to-one tutoring • Small Group 	<ul style="list-style-type: none"> • After school • During the school day • During the school day
Social Studies	<ul style="list-style-type: none"> • Intensive instruction • Yeshiva Tutoring Service • Interdisciplinary projects 	<ul style="list-style-type: none"> • Small Group • One-to-one tutoring • Small Group 	<ul style="list-style-type: none"> • Small Group • One-to-one tutoring • Small Group
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Crisis Intervention • Anti-Bullying Campaign • Preventative Counseling 	<ul style="list-style-type: none"> • One-on-one & Small Group • One-on-one & Small Group • One-on-one & Small Group 	<ul style="list-style-type: none"> • During the school day & after school • During the school day & after school

**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 *TAS 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.
Our rigorous hiring procedures lead to attracting highly qualified teachers. Our hiring committee consists of administrators, teachers and parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the alumni websites of Teach for America. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Next candidates sit for two interviews; one conducted by administration, coaches and parents and then one conducted by teachers. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators, teachers and parents. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make selections. Once selections are made, the candidates are invited back to attend a departmental meeting. The department provides feedback to the hiring committee. After this, the final selections are made.
When necessary, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. We will also conduct outreach to local universities for potential candidates. The payroll secretary will work closely with the Network HR point person to ensure that all candidates meet all required deadlines and have all the all the required documentation.

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).
Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Common Core Performance Standards, tasks and practice. The Professional Development group is led by the administration in collaboration with the Consultant, Math and Literacy coaches and with support from our Network.
We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend OELL seminars on ELL instructional strategies.
Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. The teachers attend workshops focused on the Common Core Aligned Units of Study provided by a consultant who provides feedback and workshops on content and pedagogy. In collaboration with the literacy coach, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. In class coaching and after school PD sessions will be utilized. The book "Making Thinking Visible" will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.
Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: Developing higher order questions, strengthening learning and language

objectives, strengthening vocabulary in the content areas, developing reading fluency, conferring, using Bridges to Literature to improve vocabulary skills, and improving student writing in different genres.

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.).

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE. In addition funds will be used for study groups, professional development, after school intervention and purchase of professional journals and books.

- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELL's to develop vocabulary, grammar and reading stamina. T3, T1SWP, IDEA
- Funds will be used for an after school program for ELL's T3

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.

The MOSL committee will meet to determine the local measure for the schools. UFT titles will meet with their constituents to get

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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 06	Borough Manhattan	School Number 143
School Name Eleanor Roosevelt Intermediate School		

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 La Kisha McDaniel- Luke	Assistant Principal Patricia Gil
Coach Sophia Matos	Coach Joanna Rosso
ESL Teacher Roseann Bayer	Guidance Counselor Jovanka Aquino
Teacher/Subject Area Desiree Lucario	Parent Juan Alberto Felix
Teacher/Subject Area Shakira Lleras	Parent Coordinator Cecelia Anglero
Related Service Provider Jeanmarie Ramirez	Other
Network Leader(Only if working with the LAP team) type here	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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	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	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	448	Total number of ELLs	214	ELLs as share of total student population (%)	47.77%
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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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							33	39	44					116
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							28	36	11					75
Push-In									23					23
Total	0	0	0	0	0	0	61	75	78	0	0	0	0	214

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	214	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	42
SIFE	50	ELLs receiving service 4-6 years	50	Long-Term (completed 6+ years)	48

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	92	30	7	18	2	8	6	0	5	116
Dual Language										0
ESL	24	7		32	6	6	42	0	16	98
Total	116	37	7	50	8	14	48	0	21	214

Number of ELLs who have an alternate placement paraprofessional: 19

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							33	39	44					116
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	33	39	44	0	0	0	0	116

*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	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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							27	36	32					95
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									2					2
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	28	36	34	0	0	0	0	98

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)							19	31	31					81

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)							15	11	30					56
Advanced (A)							36	26	15					77
Total	0	0	0	0	0	0	70	68	76	0	0	0	0	214

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6	50	7			
7	74	13			
8	44	4			
NYSAA Bilingual (SWD)				10	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6	25	24	7	2					
7	28	31	2	2					
8	22	26	7	5	0	1			
NYSAA Bilingual (SWD)								10	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8	9	14	12	17	3	2			
NYSAA Bilingual (SWD)		1						4	

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	18	32	33	8				
Chinese Reading Test								

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.

Some of the assessment tools I.S. 143 uses to assess early literacy skills are Fountas and Pinnell Running Records (3 x per year), EdPerformance (3 x per year), Achieve 3000 level set test and post test, MYON Lexile baseline test (Lexile updates based on student use), MOSL baseline assessments for science and social studies, CMP3 Benchmark assessments and teacher made assessments in both Spanish and English. All of these assessments allow administration, teachers, students and parents to see what students' literacy levels are for fiction and non-fiction texts, and the baseline for science, social studies and math. Knowing and understanding students' literacy levels informs the school of what programs are appropriate for students, what materials and level of materials are needed for the students, such as the level of independent reading books or the types of content area text books would be appropriate for students. For example the differentiated literacy program Achieve 3000 is best used for students with literacy Lexile levels of second to eighth grade, if a student is above or below the second to eighth grade range than this program would not be appropriate for that student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We noticed that according to the data from the NYSESLAT the majority of our 8th grade students are at the beginner and intermediate level of proficiency, while in the 7th grade the ELLs are scoring at beginner and advance level and the majority of the 6th grade ELLs are scoring at the advance level. According to the data from the LAB-R may of our newly arrived ELLs are either unable to complete the exam and score at the beginner level. 1% of our students that is newly arrived to our country/school and that is given the LAB-R based on an interview and the HLIS is able to test out of the ESL. The students that fall in this category have had English instruction in their previous country/ school.
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](#))

As of 11/7/2013 the ATS document RMNR is unavailable, therefore the data of NYSESLAT specifically for the modality combinations of Reading/ Writing and Listening/ Speaking is unavailable. Based on the data patterns across the NYSESLAT modalities in the past years, many of our ELLs require additional support in the areas of reading and writing.

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?

When comparing data for the content area state exams such as the math and science exam the ELLs that were administered the exam in the native language are scoring similar to the ELLs that were administered the exam in English. We currently do not use the ELL periodic assessment, however we do use other assessments, baseline and benchmarks, such as described for question , that are used to determine the areas of strength and weaknesses for our students. It drives our Professional Development sessions which ultimately produce evidence of best practices within our classrooms.

Our ELLs who participate in the Transitional Bilingual program are demonstrating growth at a similar rate to the ELLs in other classes and monolingual students, which was not the case in past years. Native language arts is used to foster the ELLs native language skills and further develop skills they are able to adapt to other content areas.

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](#).)

Even though we are not a k-5 school, we do have interventions in place for our ELLs. Based on the data we realized that our ELLs need additional language support in the content areas. We have content area teachers participating in Sheltered Instruction Observation Protocol (SIOP) so that the teachers can support the ELLs in language development in addition to the specific content area. We also have ESL teachers pushing into both social studies and sciences classes.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Academic instruction in both English and Spanish is incorporated in the content area classes for the TBE classes. It is important to note that the ratio of English to Spanish instruction increases according to the student's English language proficiency, until the student is ready to exit the program. All ELLs have access to glossaries in their native language which can be used in all classes.
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?

For Dual Language – N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success for our programs is determined by the growth our ELLs demonstrate on their NYSESLAT exam in all four modalities. We also look at the ELLs progress and growth through the various assessments we use throughout the school year such as EdPerformance and Running Records. We have noticed that we have less long-term ELLs and more ELLs new comer ELLs (0-3 years) than previous years.

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](#).)
The parents/guardians of students that are newly enrolled in a New York City school are informally interviewed together with the child by the Bilingual Coordinator, (Certified ESL teacher) to determine, through a series of questions, if in fact this is the student's first time in a NYC public school. The interview is conducted in either English or Spanish, depending on the parent/guardian and student preference. If it is determined through the informal interview that the student is a new student, the parent/guardian completes a Home Language Identification Survey (HLIS) with the assistance of the Bilingual Coordinator. This survey helps us, the school; identify which students may be English Language Learners (ELLs). Once potential ELLs are identified, as evident by the responses on the HLIS, demonstrating the student's language is one other than English, the students are administered the LAB-R test within ten days of enrollment as the formal initial assessment. The LAB-R is administered by the Bilingual Coordinator, Ms. Matos. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Students who were administered the LAB-R and are Spanish-Speaking ELLs are also administered the Spanish LAB within the first ten days of enrollment by the Bilingual Coordinator. The Spanish LAB results are used to assess the students knowledge of their native language, Spanish.
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 parents/guardians are notified and given a Parent Orientation informing them of the choices offered throughout the city (Transitional Bilingual (TBE), Dual Language, or Free-Standing ESL). The parents have the opportunity to view the Parent Orientation DVD provided by the New York City Department of Education, which further explains all three programs. After the video is viewed, we then discuss the options available in the city with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. The Bilingual Coordinator, Sophia Matos (Certified ESL teacher) facilitates the Parent Orientation. During the orientation the parents complete the Parent Survey and Program Selection Forms. This process is also completed within in the first 10 days of the student's entrance. The parents/guardians of students that enter after the start of a new school year receive the orientation at registration and are able to view the New York City DOE Parent Orientation program options on the internet - <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>.
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 [\[see tool kit\]](#).)
We make a concerted effort to make sure parents receive entitlement letters and have parents complete the Parent Survey and Program Selection Form at the end of the orientation and presentation. Completed Parent Survey and Parent Selection Forms are

collected at the end of the Parent Orientation by the Bilingual Coordinator, Ms. Matos. There are few parents who do not attend the orientation. Those parents who do not come into the school or do not return the forms are contacted and are invited to another orientation. If the parent still does not come in for an orientation they are advised that their child will be placed in our TBE Program, which is the default program (for the native Spanish students) . This process is also completed within in the first 10 days of the student's entrance. The Bilingual Coordinator, Ms. Matos, keeps a copy of the entitlement letter that is sent to the parent and the original completed Parent Survey and Program Selection Forms in an ELL Parent Binder in her office.

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.

Upon completion of the Parent Survey and Program Selection Forms the Bilingual Coordinator or the appropriate grade Assistant Principal will discuss with the parents the child's placement. Student placement is based on LAB- R results and parent selection. Parents then receive a placement letter, in their native language, informing them in writing of their child's placement as discussed during the Parent Orientation. The placement letters are taken from the NYCDOE website, where they are already translated into the appropriate native language for our parents. If the students are not already in the appropriate class they are moved as soon as possible to ensure that they are receiving the appropriate services. Continuing students will be placed in the Transitional Bilingual program or ESL program that they were previously in and will receive a continued entitlement letter. Copies of the letter can be found in Ms. Matos' office. The Bilingual Coordinator also logs the parent request on ATS on ELPC screen, with in the first 20 days of the student's entrance.

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.

Every spring ELLs are assessed using the 4 sections of the New York State English as a Second Language Achievement Test (NYSESLAT). To ensure that every ELL is administered the exam, the school goes into the testing mode in which students that are not ELLs do not move from room to room, to avoid distractions and increase concentration during the exam. All students and staff follow the testing schedule and room assignments. The Listening, Reading and Writing sections of the NYSESLAT are administered to the ELLs over 3 days under school-wide testing conditions. The Listening section of the NYSESLAT is administered in the classes by grade using the NYSESLAT Listening CD and CD player. The Reading and Writing sections of the NYSESLAT are also administered by class/grade. The Speaking section of the NYSESLAT is administered before the other 3 sections of the exam and is administered to each ELL on a one to one basis with one of our ESL Certified teachers. The Testing Coordinator, Jeff Rodriguez and the Bilingual Coordinator work together to ensure that every ELL has completed each section of the exam during the allotted testing window.

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.  According to the Parent Survey and Program Selection Form, for newly arrived students, at I.S. 143, about 99% of the parents request the TBE Program. The other 1% requests to enroll in a free-standing ESL program. Our parents have expressed that they have made their decision based on the Parent Orientation Video and information session that is held. Some of the students that have been in the country for a number of years have asked for their child to be moved out of a transitional bilingual program. This is usually the case of students that are coming to our school from another school, such as our 6th graders. In such cases if there is appropriate space these students are moved to free-standing ESL classes, as per the parent/guardians requests. The parents /guardians of such students usually meet with the appropriate grade level Assistant Principal as well as the Bilingual Coordinator to discuss their options. We inform the parents that research has shown students have been known to perform better if they stay in the same program as opposed to switching back and forth. Parents are asked to put their requests in writing.

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])?
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)?

ESL and bilingual content area teachers teach all transitional bilingual (TBE) and Free-standing ESL classes. Currently there are three general education TBE classes and 2 bilingual special education classes, one on the sixth grade level (622), one on the seventh grade level (722), one on the eighth grade level (822), and 2 Bilingual Special Education combining multiple grades (251 & 254). Class 251 is the Special Class 12:1+1 bilingual class with students who are assessed by the New York State Alternate Assessment. Class 254 is the Special Class 12:1 bilingual class with students who are assessed by the standardized assessments similar to their peers in the general education program. Students are organized in these classes by proficiency level to ensure that the mandated numbers of instructional minutes are delivered in all content areas. Our Free-standing ESL classes are homogeneously grouped by proficiency by grade. For example class 704 has 30 ELLs; those ELLs are of an advanced proficiency level according to the 2013 NYSESLAT scores. These students are serviced through the Free-standing self-contained model. Students in TBE classes receive 5 periods of NLA per week or 225 minutes per week. Students at the beginner and intermediate levels in both the TBE and Free-standing ESL classes receive 360 minutes of ESL; the students who scored an advanced on the NYSESLAT receive 4 periods of ESL per week or 180 minutes per week. They also receive 4 periods of ELA per week.

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.

Instruction in the content area TBE classes is provided in the student's native language (Spanish) with intensive support in English. The TBE classes started the school year on a 60/40 model and are currently moving toward a 50/50 model. Students at the beginner and intermediate levels that are in our TBE classes receive 360 minutes of ESL, 225 minutes of NLA, 360-405 minutes of Math in Spanish, 90 minutes of gym in English, 180 minutes of social studies, and 180 minutes of science instruction in both Spanish and English per week. The content areas (science, math, and social studies) that are taught in Spanish are done so to help students transfer their native language skills to English. Students learning the content areas in their native language are

also tested in their native language. This year we have also modified the scheduling so that a certified ESL teacher can push into the science classes (grades 6 & 8) and the social studies classes (grade 6) so that the students can have additional language support within the content areas.

In our Free-standing ESL classes the content areas are taught in English. Teachers use ESL strategies, such as TPR, explicit, direct instruction in fluency, vocabulary, comprehension, scaffolds and structured opportunities for listening, speaking and writing while building the content knowledge and developing their English skills. Native language support such as using bilingual dictionaries, technology support and the buddy system, when available, are also used. This year we have also begun to have ESL and content area teachers attend SIOP training to use such strategies in their teaching practices of ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our testing coordinator orders the necessary assessment materials to accommodate each of our ELLs native language needs. In addition, other formative assessments used are developed by each individual instructor or by the department. The assessments range from multiple choice, short response and essay.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We currently have a comprehensive plan to ensure academic success for all of our ELL students. Students are provided with differentiated instruction, in the computer lab through the use of the differentiated literacy program Achieve 3000, as well as the independent reading technology program MYON, Scantron- EDPerformance (in both math and reading) , the readers/writers workshop model, CMP3 (math curriculum), after school tutoring which will begin in November (students will use the I-Ready individualized, CCLS aligned computer program for both math and reading) and the Saturday program (funded through Title III) are also used to meet our students' needs. In addition, to the formative and summative assessments in the classes, each of the programs we use (MYON, Achieve 3000, Scantron-EDPerformance, CMP3) have pre and post tests and/ or benchmark assessments to record student growth and progress.

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).

SIFE students are provided with differentiated instruction by participating in small group instruction within their class. This year we have also reapplied for the SIFE Grant to provide additional support for our SIFE population.

We have a vast number of intervention services being provided to our Newcomers and ELLs who have been in the program from 4 - 6 years. These groups of ELLs participate in programs such as Extended Day tutoring. ELLs are also invited to participate in the after school and Title III Saturday programs. For students demonstrating some form of interrupted schooling or those that will be taking the ELA for the first time this school year have been assigned academic intervention services providing them with help as well as, enrichment opportunities. Students who display being SIFE are monitored closely for progress and participate in the extended day tutoring sessions with specific instruction geared toward developing their skills.

Long term ELLs are closely being monitored and assessed intermittently to determine what areas they are progressing in, as well as, which ones they are not. Achieve 3000, I-Ready and MYON are also components being implemented as additional supports. Long Term ELLs will also be participating in after school, Saturday, Building Educated Leaders for Life (BELL) and Alianza programs are housed in our school building and counseling services which may aid in their development.

All of ELLs are exposed to instructional strategies such as the use of technology through, SMART Boards, computer lab and lap top access; small group instruction, modify and adapt grade level text, SIOP, graphic organizers, vocabulary development, "Just Right" books on child's level, audio visual aids, review student data during teacher team meetings, and rotate groups between working in centers and working with teacher.

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?

We are working closely with the Special Education department and assistant principal to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also participants of the project based model and have access to the same opportunities as all ELLs, as well as, MYON and Achieve 3000 for additional support. In addition Ms. Ramirez, the IEP teacher at I.S. 143, frequently checks the SEC Reports provided by the "NYC Department Of Education Division of Instructional and Information Technology/Student Special Service Detail Information Public Schools Service: ESL" to check for any updates for any student who may be added to receive/or no longer receive ESL as a mandated

service on their current IEP.

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 school program is designed to afford selected students, with special needs, with an opportunity to participate in general education classrooms and special classes. The curriculums are developed with an array of engaging materials and teachers are provided with professional development geared towards differentiated instruction and strategic teaching practices. Teachers also participate in intervisitation practices to further enhance their teaching of ELLs in least restrictive environments. All students in the special education department at I.S. 143 are mainstreamed with their non-disabled peers in the following areas of the school day to the greatest extent possible: use of the library and computer rooms, science lab programs, talent programs, physical education program, field trips, and lunch. Some students with disabilities need to have the support of a special education teacher, a program paraprofessional, crisis paraprofessional, health paraprofessional, or an orientation mobility paraprofessional to assist them with addressing their specific needs to allow them to participate within a mainstream environment. Students with disabilities are also included in after school and Saturday programs such as: Title III, AIS services, extended day tutoring, and BELL.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

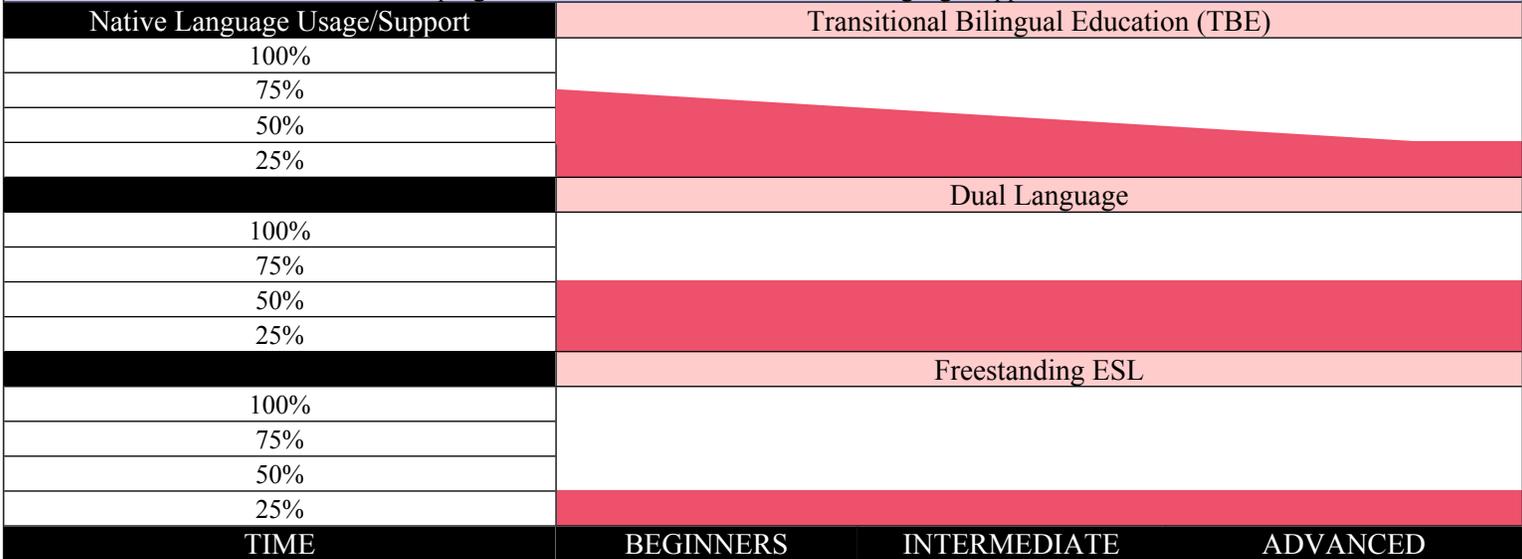
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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.

We are currently using the following intervention programs during our extended day program, Monday after school program, and Saturday Title III program,: Achieve 3000, independent reading technology program MYON, Scantron- EdPerformance (in both math and reading), I-Ready individualized-CCLS aligned computer program for both math and reading. We also focus on improving reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Students will read leveled, high interest literature for both academic and recreational purposes with scaffolds to afford an opportunity for ongoing development and progress. Achieve 3000 is provided to the students in English while specific content area reading is provided in Spanish to those students participating in our bilingual program. Our science and math teachers participated in STEM professional development, this past summer and have been approaching science and math with its hollistic approach, which incorporates literacy and structured opportunities for listening, speaking and writing while building the content knowledge.

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

Meeting the needs of these students is a responsibility of the full spectrum of administrators, teachers, and support staff at I.S 143. Helping these English language learners realize their full potential will lead them to become individuals who are able to participate fully in our society. One successful ELL program that was implemented in the past is Achieve 3000. We will continue to use Achieve 3000 this academic school year. We have also added MYON and I-Ready which we will evaluate at the end of the school year to see if they should be continued during the 2014-2015 academic school year.

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

During the upcoming year we will be focusing on modifying the units of study that incorporate various genres and types of writing with the implementation of the CCSS in order to meet our ELLs needs.

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

We have discontinued the use of our previous units which were partially aligned to the CCSS because the results that were anticipated were never materialized. We realized that specific units were not meeting the needs of our ELLs as they did not allow for appropriate scaffolding due to the allotted time for the units.

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

All of our ELLs are afforded with the opportunity to participate in after school programs and supplemental services. They are provided with the information for all programs in a timely fashion. Their parents are also invited to attend an information session. Parents are also called to be informed of other programs, such as Title III.

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

We provide all of our ELLs with supports through the use of Smart Board technology, Achieve 3000, MYON, I-Ready, computer labs, laptop carts and iPad carts available in all classess, Science Technology Engineer Mathematics (STEM) and guided instruction.

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

Native language arts is an integral part of each of our bilingual program. Students receive native language arts weekly as part of their program. Native language arts is offered to ELLs in our bilingual program where they participate in content rich instruction with literature that is relevant and aligned to the Common Core State Standards.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The required services support and resources correspond to the ELLs of all age levels and grade levels. We focus on grade level according to Common Core State Standards. The materials used have been selected in accordance to students needs. Academic supplemental services as well as instructional practices are held in accordance to each grade level. The services are then differentiated according to need and the students are regularly assessed to determine growth and movement.

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.

Our new arrivals are usually enrolled in our school after the start of the school year; therefore we do not provide activities prior to the commencement of the school year. Throughout the year new ELLs are invited to an orientation and are included and invited to all school activities.

18. What language electives are offered to ELLs?

We currently do not offer language electives.

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)?

N/A

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.

All teachers participate in professional development for at least three times a week. The focus of the professional development is determined by student and teacher needs. Our recent focus has been on differentiated instruction, strategic teaching and alignment to the Common Core State Standards, Sheltered Instruction Observation Protocol (SIOP) training, STEM and argumentative writing. We also have professional development provided twice a year by Achieve 3000 and EdPerformance to further assist our analysis of data in order to drive instruction. All of our administrators, paraprofessionals, guidance counselors, speech therapists, and our parent coordinator participate in professional development sessions weekly, at the school level, and monthly through various offerings through our network. Our school-wide PD offering take place every Wednesday afternoon from 2:20 - 3:10 and it is based on needs assessment. The professional development sessions offered through the network are ongoing throughout the year.

To support our ELLs as they engage in the Common Core Learning Standards in addition to our weekly professional development sessions, our ESL and social studies teachers (including the bilingual teacher) participate in SIOP professional development. SIOP professional development is facilitated by both a Pearson facilitator and the Network ELL Specialist. Our math and science teachers (including our Bilingual teachers) participate in STEM professional development once a week and throughout the year from outside facilitators. Both SIOP and STEM are aligned to the Common Core Learning Standards and include scaffolds for ELLs.

Our staff is provided with specific techniques and skills to help our students transition from elementary school to middle school. They are also provided with an overview of each child's academic progress and need. Our school guidance counselors also have workshops and assemblies to provide our students with guidance and an overview of what is expected of them in junior high school and what they are to be expected to do in high school. School staff, such as guidance counselors, are further supported by school administrators by incorporating them in the professional development that are held throughout the school. They are also included to participate in professional learning team meetings to discuss and share ideas pertaining to ELLs.

Our teachers participate in ongoing ELL training throughout the school year. In addition to SIOP, STEM and our weekly professional development sessions, the teachers are also supported by the Network ELL Specialist for the school year, through observations and ESL professional development on Thursdays. Teachers are notified prior to the event and given a copy of the agenda, which is also posted in the main office. A sign-in sheet is used to confirm attendance and filed as proof of participation.

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?

I.S.143 provides numerous opportunities for parents to become involved in the school. In addition to the scheduled Parent/Teacher conferences twice a year, we also use an online program called Jupiter Grades to provide the families with an opportunity to continuously have access to their child's academic progress, and where they can freely communicate with any of their child's teachers at any time. The program provides the parents with a translation option to facilitate their understanding. Parents are encouraged to come into the school building throughout the year to discuss their child's academic performance. We also have a Parents Association which provides the parents with information sessions regarding the school's culture, progress, and continuity of services. At the start of the school year, I.S.143 holds parent orientations to both introduce the faculty to the parents and welcome the parents. Our Parent Coordinator, Cecelia Anglero, holds parent workshops at least once a month to get parents involved as well as teach the parents skills. Many of our workshops and orientations are also held in the evening to allow for the parents to attend who would be unable to attend during the school hours.

I.S.143 for several years has been a host to Alianza Dominicana which provides students and the community with a support structure that promotes achievement and success. Alianza Dominicana also provides ESL instruction to both ELL parents and non-ELL parents. We also use translation services offered through the NYCDOE for all languages. This year we have also added the BELL program (Building Educated Leaders for Life), which specifically works with our current sixth grade population. BELL will increase another grade for the 2014-2015 school year. By the 2015-2016 school year BELL will serve all three grades at IS 143M.

The needs of the parents are evaluated through individual and group meetings/conferences with parents, surveys and the recommendations of parents throughout the school year. All parents are offered with a handout explaining all of the translation services available and the proper contact information.

The parental involvement activities such as computer classes, English Language classes, academic and parenting wellness/ home economics workshops have been created to address the needs of the parents. These programs are offered in either the native language or English on a need to need basis.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Eleanor Roosevelt

School DBN: 06M143

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
La Kisha McDaniel- Luke	Principal		12/17/13
Patricia Gil	Assistant Principal		12/17/13
Cecelia Anglero	Parent Coordinator		12/17/13
Roseann Bayer	ESL Teacher		12/17/13
Juan Alberto Felix	Parent		12/17/13
Desiree Lucario	Teacher/Subject Area		12/17/13
Shakira Lleras	Teacher/Subject Area		12/17/13
Sophia Matos	Coach		12/17/13
Joanna Rosso	Coach		12/17/13
Jovanka Aquino	Guidance Counselor		12/17/13
	Network Leader		11/1/13
Jeanmarie Ramirez	Other <u>Related Service</u>		12/17/13
	Other		11/1/01
	Other		11/1/01
	Other		11/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M143 School Name: Eleanor Roosevelt

Cluster: 05 Network: 532

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.

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

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual members of the staff.
2. The increase in the number of students and families that are Spanish speaking such as the newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; how it will provide those needs, the budgetary and staffing resources it is devoting to fulfill those needs, compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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 large percentage of students from Spanish speaking households indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable and so that they will actively be involved in our school life. These findings are reported to the school community through Parent Association Meetings and School Leadership Team Meetings.

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.

The school provides the following translation services:

All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all including, but not limited to: registration, application, Home Language Identification Survey, standards and performance, conduct, safety, and discipline; special education and related services; and transfers and discharges. All school documents related to Student Specific Issues including but not limited to students': Health, safety, legal or disciplinary matters, and placement in any Special Education, English Language Learner or non-standard academic program. All school documents related to school meetings, events, news and announcements.

Written translation services are provided by in-house personnel, such as Parent Coordinator, bilingual teachers and the assistant principals. There are funds allocated that we use for translation services provided by the Department of Education Translation Services Unit.

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, bilingual teachers and the assistant principals. All Parent Workshops provide a bilingual staff member to translate throughout the session. Bilingual personnel, including Parent Coordinator, are available during all Open School Parent-Teacher Conferences. All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The School will fulfill Section VII of Chancellor's Regulation A-663 by:

providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts a sign in each of the most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Eleanor Roosevelt	DBN: 06M143
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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:

In addition to the existing core ELL instructional program; I.S. 143M will provide an after school program for ELLs under Title III. The after school program will complement our core instructional program and be supplemental to mandated minutes as per CR PART 154. The program will support language development, English and native language instruction and high academic achievement in the core academic areas. Students will be given the opportunity to participate in activities that incorporate the four language modalities: reading, writing, speaking, and listening in English, as well as a focus on the content area of Math.

Based on an analysis of data from the new Title III AMAO Tool and the RDGS report on ATS, we identified the ELLs that we will target, the long term ELLs and the SIFE students. These particular populations are at risk level 3 or greater and are in need of additional support. Each after school group will consist of 10-15 students of all proficiency levels in grades 6-8. Classes will take place Tuesdays and Wednesdays after school from 3:20-4:50, from November 13, 2012- May 9, 2013.

The number of teachers participating in the after school program will be six, 3 ESL or ELA NYS certified teachers and 3 NYS Math certified teachers with bilingual extensions. The Title III program supervisor, Ms. Susan Rivera is an Assistant Principal that holds NYS certification for both ESL and Spanish. There is no other supplemental program running concurrently, Ms. Rivera will solely supervise the Title III after school program. She will provide ESL support in planning and scaffolding differentiated instruction as well as actively pushing in to classrooms and providing direct Instruction beyond the mandated units.

The focus of the 1.5 hour sessions will alternate between English language development through the content area of ELA and Math with ESL methodologies. Students will participate in small group opportunities to engage in activities through the use of non-fiction materials such as National Geographic "Explorer" and "Inside".

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

All 6 teachers participating in the afterschool program will receive training in the use of academic content-based materials to support the implementation of the after school program. Specifically they will be provided with professional development to improve teacher effectiveness in ELL instruction, to enhance the teachers' understanding and use of curricula, assessment measures, and instructional strategies to support their English Language Learners. The teachers will participate in one after school session, before the program begins, provided by the program supervisor (S. Rivera), as well as sessions throughout the year, once a month to improve their instruction and assessment of ELL students, collaborate with in an ELL professional learning community and discuss how well they are implementing these strategies and to have a positive and lasting impact on their teacher effectiveness and student outcomes.

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 will be invited, by telephone and in writing, to observe classes during the after-noon sessions in order to develop the home language, at least two times beginning in December and ending in May. There will also be a Spanish/English parent work-shop provided by Title III teachers and supervisor to explain the after-noon sessions as well a variety of ways to get parents involved in children's education. The workshop is scheduled for February during one of the after school program sessions from 3:30-4:30pm. The projected number of parents is 30-40. Other programs will be offered for parents in order to support English Language Acquisition; however these other programs will be supported with other funds, not Title III.

Part E: Budget

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

Allocation Amount: \$31964

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session		

Part E: Budget

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

Allocation Amount: \$31964

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Per diem		
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		