



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 145 M
DBN (i.e. 01M001): 03M145
Principal: NATALIA GARCIA
Principal Email: NGARICIA52@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSCHUL
Network Leader: KAREN AMES

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 |
|-------------------|--|-----------|
| Natalia Garcia | *Principal or Designee | |
| Sonia Lorenzi | *UFT Chapter Leader or Designee | |
| Jane Wisdom | *PA/PTA President or Designated Co-President | |
| Leyda Cruz | 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 | |
| Babara White | Member/ Chairperson | |
| Kristen Sanchez | Member/ Teacher | |
| Kristin Penegar | Member/ Parent | |
| Christine Padilla | Member/ Parent | |
| Lillie Edmondson | Member/ Parent | |
| Eulogia Barns | Member/ Parent | |
| | Member/ Teacher | |
| | 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 | |
|--|--|
| X | 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.

By June 2014, 20% of the students in grades 3-5 will reach a level of 3 or four as measured by the English Language Arts New York State exams.

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 SLT conducted a comprehensive review of all data to reveal the following:

- The school was identified as a priority school.
- The students on the most recent NYS ELA state exam did make progress.
- The school received an "F" in school's progress report.

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. Afterschool and the Mid-Winter Academy programs will be created to target grades 3-5 with a focus on the Common Core Literacy State Standards.

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

1. All teachers will conduct a pre, mid, and post assessment within the specific Common Core Literacy Standards.

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

1. All teachers will create a professional long term goal in literacy that will be reviewed and revised three times within the school 2013-2014 school year.

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

1. All teacher teams will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work in literacy.

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

1. All teachers will modify their lessons according to data retrieve through the analysis of their students' literacy assessments.

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).

Parent will have access to online learning tools to monitor their children's progress. Parents will be trained to support their children's academic instruction at home. A parent lending library has been established in the school library, Family Curriculum Workshops, and Museum trips.

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 | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

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

TL ELA Support, School Support Supplement TL NYSTL Library Books

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 20% of the students in grades 3-5 will reach a level of 3 or four as measured by the Mathematical New York State exams.

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 SLT conducted a comprehensive review of all data to reveal the following:

- The school was identified as a priority school.
- The students on the most recent NYS math state exam did make progress.
- The school received an “F” in school’s progress report.

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. Extended Day and the Mid-Winter Academy programs will target grades 3-5 with a focus on the Common Core Mathematic State Standards.

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

1. All teachers will conduct a pre, mid, and post assessment within the specific Common Core mathematical Standards.

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

1. All teachers will create a professional long term goal in mathematical that will be reviewed and revised three times within the school 2013-2014 school year.

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

1. All teacher teams will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work in mathematical.

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

1. All teachers will modify their lessons according to data retrieve through the analysis of their students’ mathematical assessments.

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).

Parent will have access to online learning tools to monitor their children’s progress. Parents will be trained to support their children’s academic instruction at home. A parent lending library has been established in the school library, Family Curriculum Workshops, and Museum trips.

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 | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

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

TL Math Support, School Supplement Support, Contract for Excellence

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 50% of the students with disabilities from grades 3-5 will increase by one year in fluency as measured by running records, meaningful student products, and classroom observations.

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.

Surveys on the need to support teachers in the new instructional expectations, increase in the population of students with disabilities/ells, and review of the student achievement have created a need to strengthen teacher pedagogy and repertoire of strategies to keep students engaged and focused

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. At-Risk and SETSS programs will be revised to target students with disabilities in grades 3-5 with a focus on the Common Core Literacy and Mathematic State Standards.

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

1. Special education teachers and the SETSS teacher will conduct classroom generated assessment within the specific Common Core Curriculum Standards
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. SETTS teacher will create professional long term goals in literacy and mathematics that will be reviewed and revised three times within the school 2013-2014 school year.
- D. Timeline for implementation and completion including start and end dates**
1. Special education teachers in collaboration with the SETSS teacher will evaluate students with disabilities assessments a minimum of three times using a prescribed protocol for looking at student work in literacy.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Special education teachers in collaboration with the SETSS teacher will modify their lessons according to data retrieve from their running records, meaningful student work products, and classroom observations.

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).

Parent will have access to online learning tools to monitor their children's progress. Parents will be trained to support their children's academic instruction at home. A parent lending library has been established in the school library, Family Curriculum Workshops, and Museum trips.

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.

TL SE Transitional Funding

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.

By June 2014, 100% of the teachers will have participated in common core curriculum professional development to increase student achievement in grades K-5 as measured by the New York English Language Arts and Mathematical state exams **scores**.

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.

Staff surveys, supervisory observations, review of student progress reports and data have identified the need for supporting teachers in differentiated professional development, understanding student with diverse learning styles and needs, Common Core Sate Standards, Citywide Expectations, inquiry based instruction, the development of cognitively demanding tasks, progress monitoring, and rubrics to support 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**
1. Activity- All teachers will receive monthly professional development in both the Ready Gen and Go Math curriculums that will enhance their understanding of the Common Core Standards and Citywide Expectations.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administration will conduct a minimum of six classroom observations will be observed within the specific Common Core Standards
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. All teachers will receive written feedback by the administration with next steps that are specific to the Common Core Standards and Citywide Expectations.
- D. Timeline for implementation and completion including start and end dates**
1. All teachers will analyze their internal classroom assessment to evaluate and align the areas of improvement on their grade.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The lessons will be modified by the teachers based on the feedback received from the observation conducted in (activity 2).

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).

- P.S. 145 will promote ongoing dialogue between the parents and the school through Parent Teacher Conferences held twice a year to discuss the school's report card, student progress, portfolios, and curriculum subject achievement. In addition to report cards the parents will receive periodic assessment and progress reports throughout the year (Bi-Monthly) from individual teachers; these will be viewed online through the access of ARIS and Stars for parents, emailed, mailed or sent home in the backpack.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open house in the fall and open school week in the spring where opportunities for special friends day (2 people per family max) to set up a classroom visitation. Fridays are set aside for visits from the community.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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.

TL Citywide Instructional Expectations, Contract for Excellence

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.

By June 2014, 50% of the P.S.145M parent population will have participated in six activities that have built and enhanced meaningful partnerships between the school and its families that will help support student achievement as measured by parent surveys and the school environment survey.

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.

This need is based on the review of the School Environmental Survey in which parents requested the school to provide opportunities for regular meetings, public forums, and correspondence for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.

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

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|---|
| 1. Family nights will be established to target our Pre-Kindergarten-fifth grade parent population with a focus on curriculum based content from the common core standards that will impact student learning. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. The school, with the support of the Parent Association and SLT will host a minimum of three family night events that will display, demonstrate, or reflect school activities that are aligned with the Common Core Curriculum Standards. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. All parents will receive tri-monthly progress reports that inform them of their child' academic progress specific Common Core Standards and Citywide Expectations. |
| D. Timeline for implementation and completion including start and end dates |
| 1. All parents will evaluate the schools performance yearly using the school environment survey. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. All parents of students in grades Pre-kindergarten –Fifth will receive quarterly newsletters, weekly updates on the school website, and ongoing email/phone mass communication. |

Strategies to Increase Parental Involvement

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|---|
| 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). |
| 1. Parents will receive professional development in video documentation. |
| 2. Magnet specialists will conduct workshops to support the implementation of the citywide expectations and the Common Core Standards. . |
| 3. The school will maintain the school wide website. |
| 5. Develop rubrics for projects that align with CCLS and city wide expectations |

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. | | | | | | | | | | |
| • TL Parent Coordinator, TL Parent Teacher Conferences | | | | | | | | | | |

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 | Program: Ready Gen, Wilsons Foundation, Foundation, Computer software/websites (ex: Skills tutor, Imagine), Books of varying levels on CD with companion books, Bookshare.org Strategies: Proximity control-move seat, adjust seating to allow for redirection, Rate adjustment-allow time to complete tasks, purposeful breaks, Staging-breaking larger tasks into smaller tasks or multi steps with reinforcement | Small group, one-to-one, tutoring, peer tutoring, push-in/pull-out method | During the school day, before or after school |
| Mathematics | Program: Go Math, Smart board interactive Lessons, use of visual charts, and manipulatives. Strategies: students read and reread to understand and aid comprehension of concepts, underline and make notes to understand, self-monitoring, imagery – pictures in their mind’s eye, acronyms, math memory games | Small group, one-to-one, tutoring, peer tutoring, push-in/pull-out method | During the school day, before or after school |
| Science | Strategies: Complexity adjustment-teach how to's, prioritize work -organization and responsibilities, modeling | Small group | After school |
| Social Studies | Strategies: use of visual charts, and manipulatives, modeling, review and summarize, Volume adjustment-use color markers-what is the most important information | Small group | After school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Programs: Respect for All, Voices Strategies: build self-esteem, establish stable behavior patterns, and establish appropriate social communication. | Small group, one-to-one, push-in/pull-out method | During the school day, before or 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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> • Provide materials and training to help teachers work with their children to improve their achievement level, e.g., literacy, math and use of technology. • Actively involve and engage teachers in the planning, review and evaluation of student learning. • support teacher committees by allowing planning time within the school, afterschool, or Saturdays. |

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). |
| <ul style="list-style-type: none"> • Selecting workshops in which teachers express the need for more professional development • Choosing teachers on a rotating basis to conduct professional developments to increase teacher involvement in the constant updates to the city wide expectations and CCLS • Allow common planning time that will allow teacher teams, interdisciplinary teams, and grade teams to study, review, and revise student data to create plans of action that with increase student performance. |

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

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|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Decisions on how allocated funds are used are driven by the CEP goals as developed by the SLT. Programs and activities are designed and conducted to meet the needs of the students for which funds are allocated. These include the acquisition of materials and supplies, the use of personnel resources, parent outreach activities, and extra-curricular programs. |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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|---|
| 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

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|---|
| 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. |
| Current data is reviewed at grade conferences to better inform instructional practices. To better enable planning for instruction, teachers are provided with a variety of resources to assess achievement; these include Fountas and Pinnell Benchmark Assessment System, Test Tracks Baseline Assessments, end of unit assessments for the Common Core Curriculum, and teacher made diagnostic tests. |

TA Schools Only

Use of Program Resources

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|---|
| 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 3 | Borough Manhattan | School Number 145 |
| School Name The Bloomingdale 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 Dr. Natalia Garcia | Assistant Principal Loushonda Mack |
| Coach | Coach |
| ESL Teacher Maria Ramirez/ELL Coordinator | Guidance Counselor Andres Reyes |
| Teacher/Subject Area Sonia Lorenzi/Dual Language | Parent |
| Teacher/Subject Area Barbara Iglesias/Dual Language | Parent Coordinator Carlos Salamnaca |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) | Other |

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. | 1 | 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 | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 8 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <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 | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 406 | Total number of ELLs | 53 | ELLs as share of total student population (%) | 13.05% |
|--|------------|----------------------|-----------|---|---------------|

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

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%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language (50%:50%) | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | 1 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| self-contained | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 2 | 4 | 3 | 2 | 1 | 1 | 0 | 13 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 53 | Newcomers (ELLs receiving service 0-3 years) | 34 | ELL Students with Disabilities | 14 |
| SIFE | 0 | ELLs receiving service 4-6 years | 19 | Long-Term (completed 6+ years) | 0 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 24 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 29 |
| ESL | 8 | 0 | 7 | 16 | 0 | 5 | 0 | 0 | 0 | 24 |
| Total | 32 | 0 | 9 | 21 | 0 | 5 | 0 | 0 | 0 | 53 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----------|-----------|-----------|-----------|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP |
| Spanish | 9 | 19 | 12 | 30 | 3 | 11 | 5 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 76 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 9 | 19 | 12 | 30 | 3 | 11 | 5 | 16 | 0 | 29 | 76 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 35

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 30

Asian: 0

Hispanic/Latino: 41

Native American: 0

White (Non-Hispanic/Latino): 1

Other: 4

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 2 | 4 | 2 | 1 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 2 | 4 | 2 | 1 | 8 | 7 | 0 | 24 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Intermediate(I) | 8 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Advanced (A) | 6 | 4 | 6 | 6 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Total | 14 | 4 | 6 | 8 | 6 | 13 | 0 | 51 |

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 | 10 | 2 | 1 | 0 | 13 |
| 4 | 6 | 2 | 0 | 0 | 8 |
| 5 | 8 | 0 | 0 | 0 | 8 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 9 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 11 |
| 4 | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 9 |
| 5 | 7 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 9 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 8 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, TCRWP Running Records and students' math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others. The second language of the EP in the Dual Language program is assessed through ESTRELLITA assessments for Native Language Arts (Grades K-2), and the ELE (Grade3).

In addition, the LAB-R and NYSESLAT results are used to plan classroom and program instruction. Students who are beginners intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified teacher.

The language proficiency levels of our actual ELL student population is broken down as follows:

| Grades K-5 | Test Scores of All Students | | |
|-------------|-----------------------------|--------------|----------|
| | Beginner | Intermediate | Advanced |
| Grade K =11 | 1 | 2 | 8 |
| Grade 1 =16 | 1 | 8 | 7 |
| Grade 2 = 5 | 1 | 1 | 3 |
| Grade 3 = 6 | 0 | 0 | 6 |
| Grade 4 = 8 | 1 | 1 | 6 |
| Grade 5 = 7 | 3 | 1 | 3 |
| Total = 53 | 7 | 13 | 33 |

Overall, the performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at PS145M engage in rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: RtI small group Tier 2 and Tier 3 interventions, guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, extended day, and the Saturday CALLA program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Both, the LAB-R and the NYSESLAT provide us with in depth language proficiency information about our ELLs. Specifically, ELLs are making incremental gains on the NYSESLAT by moving to the next proficiency level to become language proficient. As per Spring 2013 NYSESLAT results, 10 students achieved proficiency level as follows: Three (3) in grade 2, two (2) in grade 3, four (4) in grade 4, and one (1) in grade 5.

The ELL students' home language does not reveal academic differences in the students' language progressions. At PS145M, home languages include a majority of Spanish speaking students. Also, there are some Arabic, Chinese and Italian speaking students.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO report is highly used to analyze the ELL data across grades and programs at PS145M. This report is carefully reviewed by the administration, the ESL/ bilingual teachers and all other teachers of ELLs to plan the instructional goals and monitor the students' English language progressions during the coming year. The NYSESLAT along with the AMAO data includes the proficiency levels in the 4 modalities (reading, writing, speaking and listening), the students' language development growth and their performance on NYS ELA and Math. However, ELL students who achieved English proficiency, therefore, no longer entitled to ESL services, still receive language development supports.

Although the AMAO report is not available yet, as per the RLAT/NYSESLAT report, ELLs at PS145M are making steady gains on the NYSESLAT, specifically, after looking at the students' modalities -- reading/writing and listening/speaking--- the data shows that across programs and grade levels in reading and writing is where students are having the most difficulties.

TO BE CONTINUED ONCE THE 2013 AMAO REPORT BECOMES AVAILABLE.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) We have a total of fifty-three (53) English language learners broken down as follows: 29 in Dual Language, 1 in General Education, 12 in ESL-ICT and ESL Self-contained, 4 in ICT monolingual classes. There are seven (7) ELLs in Special Education self-contained classes.

It is interesting to note that the majority of our ELL students in kindergarten, second, third and fourth grades across the classes/programs (except Special Ed self-contained) scored at an advanced English language proficiency level. All ELLs in the first grade are at intermediate and advanced levels, and in the fifth grade they are at beginner or advanced levels. On the other hand, all ELL-SWDs in the Special Ed Self-contained classes scored at beginner or intermediate English language proficiency levels, and

all newcomer ELLs across the grades are at the beginner level of English language proficiency as per the Lab-R level. Therefore, our intervention services are mainly focused on the reading and writing modalities; however, emphasis is on all four modalities for the newcomers, ELL-SWDs and all other ELLs still at beginner and intermediate levels.

Additionally, the English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State exams. In fact, all our ELLs met the standards on the NYS ELA and Math this school year and scored at level 2 or higher on the Science assessment as well. It is noticeable that former ELL students are often outperforming the non-ELL students across the grades. The vast majority of our newcomer ELLs have met or exceeded the standards when taking standardized tests in their native language. On the other hand, the third grade dual language class will be taking the ELE (Spanish assessment) for the first time this year.

The overall performance data on the ELA and Math assessments shows that our ELL population should work on their linguistic and cognitive/academic language skills in the four English language modalities (speaking, reading, listening and writing) along with test taking strategies. Therefore, all teachers are focusing on the ELL students' linguistic demands through CCLS aligned Tier I instruction that incorporates scaffolding strategies and differentiated instruction.

b) School leadership and teachers of ELL students in grades 3-5 not only use the results of the ELL Periodic Assessments but also the ELA and Math periodic assessments (e.g. Performance Series), the data analysis on NY Start, SchoolNET, along with formative assessments for future planning and the implementation of intervention supports. In the lower grades, teachers of ELLs use the ELL Periodic Assessments, LAB-R, NYSESLAT, TCRWP Running Records and many other formative assessments (i.e. ReadyGEN

literacy benchmark and unit tests, reading and writing logs; and GO Math benchmark and unit assessments, classroom observations and math logs) to inform instruction.

It is important to note that diverse assessments are needed to measure ELL students' language progressions in the four modalities -- reading/writing and listening/speaking. All ELLs receive the intervention supports as needed.

In general, the implications for the school's LAP and instructional policies are derived from the strengths and needs noted on the NYSESLAT along with the aforementioned formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, extended hours and the Saturdays CALLA program. We also offer additional support in listening and speaking language development for newcomer ELLs including an increased use of technology resources in the classroom, the computer lab and our multimedia center. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level.

c) The ELL data collected from the periodic assessments is used to assist our students in developing their linguistic and cognitive skills and achieve higher academic performance.

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](#).)

The ELL students take part in an RtI screening beyond their identification for ESL services to support language development. Newcomer ELL students are required by State rules as a first step in the universal screening process the completion of a Home Language Identification Survey (HLIS).

The RtI screening is used to assess whether the ELL student's literacy skills and competencies are meeting grade level benchmarks. When an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives Tier 2 targeted instructional support to strengthen development in this area. This support is delivered along with language support services.

To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, our RtI plan includes the following:

- Collaboration between classroom, content area and ESL/bilingual teachers to make lessons meaningful in Tier 1 instruction and to create Tier 2 targeted interventions within the integrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
- Analyze our ELLs' performance data through TCRWP Running Records, Performance Series, ARIS, SchoolNET and STARS to make sound educational decisions/adjust instruction as needed and for progress monitoring.
- ESL/bilingual and cluster teachers also implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
- Ensure that teachers analyze and use the universal screening data that helps identify students' strengths and weaknesses in both literacy and math, to bolster their classes' Tier 1 instruction with scaffolding strategies for ELLs and minimize the ELLs' learning gaps.
- Use of bilingual dictionaries and content area glossaries, especially, in grades 3, 4 and 5.
- Provide and encourage teacher participation in professional development opportunities focusing on the CCLS aligned literacy and math instructional curriculum which integrates differentiated instruction for ELLs, RtI intervention strategies for ELLs, and technology CCL standards-based online/software programs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

First, we identify our ELL target population to ensure that our ELLs' second language development is considered in all instructional decisions. Briefly, when a new student is registered in our school the parent completes the Home Language Identification Survey (HLIS) to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. If the child does not score above the cut off score is then provided with ESL instruction as per CR Part 154 mandates. Additionally, all ELL students take the NYSESLAT in the spring every year. Students scoring below the proficiency level remain in the ESL program.

To provide the best language development support to our present and former ELLs at PS145M teachers from our general education, ICT, Special Education and Dual Language programs, as well as service providers of bilingual children, have been participating in ongoing professional development focused on ELLs. These PD opportunities that are facilitated either by our ELL Coordinator, the Office of English Language Learners, cluster network 406, among others, make possible the sharing of ESL best practices and strategies and are stressed throughout the building. For instance, over the past years we have noticed that our students score the lowest in the reading and/or writing sections of the NYSESLAT. Our focus has been in teaching specific writing and reading strategies to develop fluency and vocabulary to support ELLs (i.e. how to take notes, use graphic organizers to focus their writing, and strategies to use to support self-editing). Specifically, work on creating a variety of lessons to support writing about a main idea, how to write a topic sentence, write supporting paragraphs and a conclusion with ELLs is emphasized. Developing vocabulary in context and reviewing student work to see how the lessons are being utilized are key to our success in developing the students' second language. ELL students also participate in CCLS aligned computer based programs such as Skills Tutor and Imagine Learning to strengthen their listening and reading comprehension skills along with their vocabulary development. Furthermore, teacher of ELLs use small group instruction to assist students in reading and writing. Our school-wide ELA program, Ready GEN, provides differentiated strategies that help ELLs develop their fluency, reading comprehension as well as their listening, speaking and writing skills. All teachers of ELLs help to build the students' prior knowledge through interdisciplinary project based instruction in the areas of Social Studies and Science.

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?

a) The second language of the EP in the Dual Language program is assessed through ESTRELLITA assessments for Native Language

Arts in grades K-2. In 2013-14, there will be a third grade dual language class taking the ELE for the first time. The EPs are also assessed in the second language (Spanish) through math and writing portfolios and informal assessments which include but are not limited to: conference logs, journals and readingfolders, among others.

b) EP students in the Dual language classes make consistent academic progress in the second language as determined by the ESTRELLITA's benchmark assessments. The proficiency levels of the EPs in third grade will be determined by the ELE exam.

c) The ELA and Math performance levels of the EPs in the third grade Dual Language class will be measured by the NYS ELA and Math tests in the Spring 2014.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the bilingual program at PS 145 is measured based on ELL students' NYSESLAT results, their movement from one proficiency level to other, and across the four English language modalities. Also, we analyze all data available across the grades, for example, results of NYSESLAT, Math and ELA periodic assessments, TCRWP running records, among others. We expect all ELLs to make yearly academic progress on all State and Citywide assessments in literacy, math and the content areas as well as on the NYSESLAT.

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](#).) P.S. 145 is a Pre-K through 5th grade school which provides ESL services (Push-in/Pull-out/Self-Contained and Dual Language Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher helps to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language (if other than English). If the child is identified as an eligible candidate for ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a qualified pedagogue proficient in the language.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given ELL periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities:

reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non-Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

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 NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. On the other hand, continued entitlement or non-entitlement letters are sent to parents of ELLs remaining or not in the ELL programs as soon as the results of the Spring administration of the NYSESLAT become available in ATS.

Initially, the HLIS is administered to all parents according to their home languages during the registration process. All students with home languages other than English as per the HLIS are administered the Lab-R within ten (10) days after registration. Once there is an ELL determination based on the Lab-R scores, parents receive a non-entitlement letter if their children pass the Lab-R, otherwise, they are invited to a Parent Orientation of newly registered ELLs. During the orientation, they receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form in their home languages. The Parent and ELL Coordinators inform parents with clarity and objectivity about the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. Also, a parent orientation video, available in nine languages, is used to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the NYS Common Core Standards, NYS assessments, school expectations and the general requirements of the ESL programs at PS145M. Once parents complete their program selection forms the administration along with the ELL coordinator then place all newly registered ELLs according to parental choices. Since its inception at PS145M four years ago, most parents choose our Dual Language Program as their program choice. All meetings are translated in Spanish and any other parental home language when a translator is available. Finally, placement letters are sent home quickly and along the aforementioned parental notifications, they are maintained in a school binder in the office.

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 [\[see tool kit\]](#).)

The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ELL Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria and the procedures followed to place newly identified ELL students in any of the bilingual instructional programs available at PS145M include as follows: 1) At the beginning of the school year, parents receive continued entitlement or non-

entitlement letters to ELL programs as soon as the results of the Spring administration of the NYSESLAT become available in ATS. Additionally, once there is an ELL determination based on the Lab-R scores, parents receive a non-entitlement letter if their children pass the Lab-R or an invitation to a Parent Orientation of newly registered ELLs. At the orientation, parents are informed of the ELL program choices before completing their program selection forms. Then the administration along with the ELL coordinator place all newly registered ELLs according to parental choices and placement letters are sent home quickly. All of the aforementioned parental notifications are maintained in a school binder in the office. Also, parental notifications and meetings are translated in Spanish and any other parental home language when a translator is available; 2) Grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; 3) Inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights and additionally, 4) The Parent and ELL Coordinators organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.

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.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs each spring. The RLER report for students eligible for the NYSESLAT as well as eligible for Lab-R is generated to ensure that all ELLs are tested accordingly. The ESL teacher along with all teachers of ELLs create a plan for NYSESLAT test prep prior to its administration. Additionally, the NYSESLAT Periodic Assessments are administered each year and the results are used to minimize the students' learning gaps. Then, a testing plan is created in the Spring for the administration of the NYSESLAT's four modalities. The test is administered as per Assessment Memorandum #5 from DAPS as follows: First, ELL students are assessed in the Speaking component on an individual basis; then, school-wide testing conditions apply for the administration of the listening, reading and writing modalities in subsequent days by ESL and/or bilingual certified teachers; and last, the scoring of the writing component is done as per the new directives from DAPS. The NYSESLAT scores printed out from ATS in August/September are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Also, the AMAO report is carefully reviewed by the administration, the ESL/ bilingual teachers and all other teachers of ELLs to plan the instructional goals and monitor the students' English language progressions during the coming year. The NYSESLAT along with the AMAO data includes the proficiency levels in the 4 modalities (reading, writing, speaking and listening), the students' language development growth and their performance on NYS ELA and Math. However, ELL students who achieved English proficiency, therefore, no longer entitled to ESL services, still receive language development supports.

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. 

All parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Dual Language and Freestanding English as a Second Language programs. Our Dual Language Program successfully educates native English speakers and English language learners with a curriculum designed to foster an appreciation for the students' own culture along with the cultures of others. In our Freestanding English as a Second Language program which includes the ESL Self-contained and ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL/Bilingual certified teachers effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Common Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave PS 145M.

The ELL program models offered at P.S.145 are aligned with parental requests. To continue aligning parental choice with our program offerings we do every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in both, the Dual Language and Freestanding English as a Second language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our program implements Dual Language and Freestanding English as a Second Language (ESL) which includes ESL Self-Contained classes and Push-in/Pullout ESL instruction. The language of instruction is English; however, in the Dual Language it is both English and Spanish. All ELL students in the Dual language kindergarten through third grade and ESL Self-Contained classes in grades 4 and 5 receive ESL instruction by ESL/Bilingual certified teachers as a part of their language development and daily academic instruction. Specifically, in Grade 4, ELLs are clustered in a classroom with a certified general education teacher, while an ESL certified teacher follows the Push-in model. In ICT, Special Education and general education classes ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogeneous model in the Dual Language and ESL Self-contained classes and the homogeneous model by language proficiency within age parameters in the Push-in/Pullout program. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. The Ready Gen and GO Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, the computer lab and promethean white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Imagine Learning, Renzulli Learning, Skills Tutor and Destination Math/Reading technology based programs we also develop ELLs' linguistic, cognitive and academic skills.

All our ELL students across grades K-5 are in heterogeneous classes and they are provided with adequate levels of ESL instruction throughout the school year to accelerate their English language development in the four modalities: listening, reading, writing, and speaking. The school directly provides other support services/programs that may be needed by ELL students in order to attain English language proficiency and maintain satisfactory levels of academic performance. These additional interventions include as follows: guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school, extended day, and the Saturday CALLA program.

Professional development for teachers of ELLs focuses on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to strengthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards. There is also ongoing articulation between classroom and ESL/bilingual teachers to effectively support ELL students in achieving English language proficiency so they can attain the same CCL standards established for all students across the grades. This communication plan helps to inform CCLS aligned ESL instruction.

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)?

Organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students in Dual Language and ESL Self-contained classes receive ESL services by ESL/bilingual certified teachers during their daily content area instruction. ELLs with IEPs in the Special Education Self-contained classes in grades K-5 receive ESL instruction by certified ESL or Bilingual Special Education teachers through collaborative planning for for small group ESL instruction. All other ELLs in ICT and general education classes receive ESL services by ESL and/or bilingual certified teachers through a Push-in/Pullout Model. In addition, ELL students in grades 3-5 participate in our Extended Day, After-School and/or Saturday CALLA programs with ESL/bilingual certified teachers. On the other hand, all ELL students in our Dual Language kindergarten through third grade classes receive NLA through the Two Way Immersion Model where there is 50%/50% instruction in English and Spanish in all content areas of the NYS core curriculum.

The content area subjects of the core curriculum for all students includes as follows: Literacy, math, science, social studies, technology, physical education and music.

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.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL program, we utilize collaborative core curriculum planning in ELA, Math and other content areas between classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration among teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. In social studies, teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Juanita Lorenzo Multimedia Center, the computer lab and Promethean white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL/Bilingual along with the general education teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding strategies and differentiated instruction are essential components of the instructional delivery for ELLs. Additionally, Tier I instruction incorporates language objectives to meet the ELLs' linguistic demands. The use of ESL strategies include but are not limited to: TPR, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, questioning techniques and academic accountable talk. In fact, the CCLS aligned Ready Gen and GO Math curriculums support differentiated instruction, provide scaffolding strategies and Tier II Rti interventions in targeting our ELL students. Students participate in guided, shared and independent literacy and math instruction along with mini-lessons. ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

Finally, our performance data on ELA and math shows that our ELL population needs to work on their academic language skills and test taking strategies. Therefore, teachers are focusing on academic vocabulary development in both subject areas along with reading comprehension and writing skills during CCLS aligned classroom instruction. The performance on the NYSESLAT and

other
work
achievement

standardized tests also informs future planning for teachers of ELLs. Additionally, we actively support students throughout the periods, do conferencing in and out of class, and administer informal assessments and running records for progress monitoring. ELL students are provided targeted small group instruction during extended day and after school to build on the common core literacy and math skills needed to succeed in all state assessments. Technology is also a key element in promoting ELL achievement

and progress.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab. Students in Dual Language kindergarten and first classes implement the ESTRELLITA program. We use this programs' assessments to evaluate their native language. Additionally, ELL students in grades 3-5 take the NYS Math and science assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given ELL periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals and monitor the ELL student English language progressions during the coming school year. ELL students who achieved English proficiency, therefore, no longer entitled to ESL services, still receive language development supports.
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).

The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

Once SIFE students are identified, P.S. 145 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 145

provides

all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible

intervention

programs.

- We encourage student participation in literacy and math after-school programs as well as the Saturday CALLA program and

other enrichment activities such as chess, Music Mentors and Family Literacy.

- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 3rd grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required

to participate in our Extended Day program. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science assessments. Word to word dictionaries and glossaries are provided to support them on the Math and Science city and state assessments and translated versions of the test can be used as available. Otherwise, we provide a translator when the test has not been translated in students' native language. Students may also work in small groups with their classroom teachers to target specific areas of need, especially, for test taking skills practice.

c) Plan for ELLs receiving ESL support services 4 to 6 years. An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d) Plan for Long Term ELLs:

In elementary schools we have fewer long terms ELLs than across the grades up to high school. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is on reading and writing. Our action plan for this group involves:

- Monitoring the students' progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills.
- Participation in the school's literacy and math after-school and Saturday CALLA programs.
- Ongoing communication with parents to monitor their children's progress.

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?

ELL-SWDs follow the core core curriculum as required for all students in the school. PS145's literacy and math instruction is provided through the research-based ReadyGEN English language arts program and GO Math. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, GO Math and ReadyGEN, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Imagine Learning, Renzulli learning, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills.

The school does periodic student progress monitoring through formative and summative assessments including RtI's AimsWeb to identify and provide instructional support and/or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: RtI small group Tier 2 and Tier 3 interventions, SETSS, ESL, Extended Day, Literacy and Math after-school, Saturday CALLA program, Wilson, Occupational and Physical therapy, Speech and language and Guidance counseling.

Briefly, the bilingual program at P.S. 145 provides ESL services as per CR Part 154 to its special education students. The latter are in Dual Language, ICT, Special Education Self-contained and general education classes in grades K-5. Many of our ELL-SWDs are in the mainstream ESL program under the guidance of the ELL Coordinator. Overall, there are 14 ELL-SWDs of which 5 students are in grades 3-5. Only 1 student in grade 5 is in a least restrictive environment. In grades K-2 there are 9 ELL-SWDs of which 3 are in Special Ed Self-contained and 6 in a least restrictive environment.

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?

PS145's policy for ELL-SWDs in least restrictive environments includes all of the above mentioned instructional strategies and materials. Our plan also includes:

- Collaboration between the classroom and ESL teachers, school psychologist, social worker, child study team and service

providers.

- Monitoring newcomers and/or SIFE students for possible special needs status.
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates.
- Ongoing communication with parents to monitor their children's progress.
- Support for ELAND/ELL X-coded students and assist teachers through articulation

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

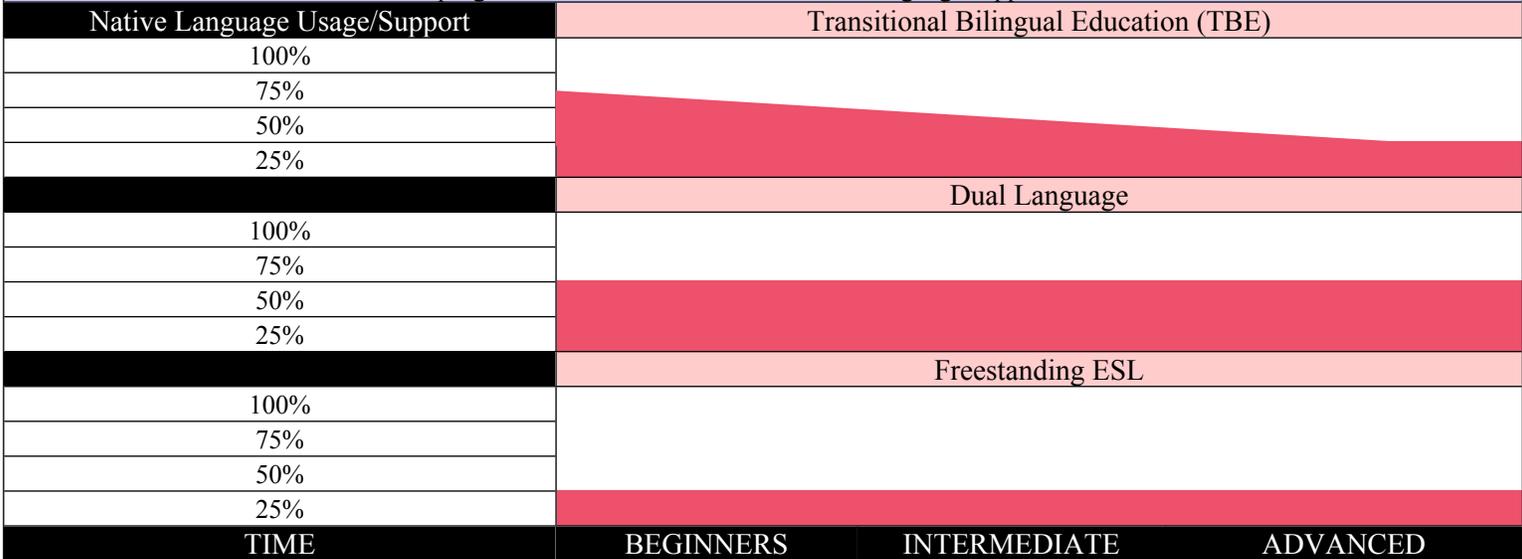
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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.

Targeted intervention programs for all ELLs at P.S. 145 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School, Wilson, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed. Our bilingual paras are assigned to work with ELL bilingual students with IEPs so they can serve as translators. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.

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

The effectiveness of the ELL programs at PS 145 is measured by the progress shown on our ELL students' NYSESLAT results, the movement from one proficiency level to another, and across the four English language modalities. Also, as we analyze all data available across the grades, for example, results of Performance Series in Math and ELA, Periodic Assessments in School NET, running records, among others, we plan, monitor and adjust instruction to close the learning gaps of our ELLs in both content and language development. We support all ELLs and former ELLs' academic instruction and expect students to make yearly academic progress on all State and Citywide assessments in literacy, math and the content areas as well as on the NYSESLAT.

Additionally, the development of ELLs' native language and the EPs' new language in the Dual Language program is measured through ESTRELLITA assessments for Native Language Arts (Grades K-2), and El Sol and the ELE (Grade3).

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

Several new software programs are available for all ELLs. These include: Imagine Learning, Skills Tutor, Destination Math/Reading, and Renzulli Learning. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards, the computer lab and our Juanita Lorenzo Multimedia Center. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

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

None of the services and programs will be discontinued next year.

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

All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, Wilson, chess, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, JCC Literacy and Math Program, After-School, Saturday CALLA, Family Literacy, Music Mentors and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, , Hispanic Heritage Celebration, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Instructional Materials:

The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the research-based ReadyGEN English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement GO Maths, a curriculum that is CCLS aligned which also provides strategies to differentiate math instruction.

We enhance ESL instruction through computer software and online programs that include: Imagine Learning, Renzulli, Skills Tutor and Destination Math/Reading. Students use these programs to improve their vocabulary, phonics and comprehension skills in English. On the other hand, Promethean white boards support the multisensory needs of ELLs, especially, ELLs with disabilities. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, and New York State CCLS Ready English Language Arts and Math. Technology is also used to accelerate ELL students' English language development.

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

At P.S.145 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations.

In the Dual Language program the ESTRELLITA reading readiness program is used to develop Spanish language proficiency of all dual language participating students. The Skills Tutor online program in Spanish helps students develop their vocabulary, reading and math skills. We also use assessments in both languages including standardized exams, teacher made tests, portfolios, conferencing, projects and technology based reports. These assessments are aligned with state content and language standards, and program bilingual and bi-literacy goals as well as grade-level academic expectations. The latter are integrated into curriculum and classroom planning for language and literacy development and cross-cultural competence.

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

The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy, math and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.

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.

We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, bilingual coordinator and the school's secretary. They conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

18. What language electives are offered to ELLs?

Students are permitted to use their native language with each other and bilingual dictionaries/glossaries can be used in the classrooms as well.

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)?

Response to questions a-e.

P.S. 145 provides Dual Language instruction in self-contained grades K-3 classes through a standards-based curriculum in both English and Spanish languages, enabling them to meet the NYS and city Common Core learning standards. The instructional program focuses on developing bilingual/bicultural literacy. Experienced teachers in the Dual Language Program provide rigorous instruction to English proficient students and English language learners. They ensure the linguistic and cognitive/academic success

of each child through the ongoing collaboration among students, parents and staff.

All Dual language students follow the same curriculum as required for all students in the school. The core curriculum includes

daily English instruction in literacy and math and other content area subjects through the Two-Way Immersion Model in which 50%/50%

is taught in English and Spanish. PS145's literacy and math instruction is provided through the research-based ReadyGEN English language arts program and GO Math. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, GO Math and ReadyGEN, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Imagine Learning, Renzulli learning, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills. The core curriculum is aligned with the Common Core Learning Standards for NYC and

NYS Native Language Arts, English Language Arts, English as Second Language, Social Studies and Science standards. Classroom leveled libraries are in both English and Spanish. Additionally, the ESTRELLITA reading readiness program is used to develop Spanish language proficiency of all dual language participating students. The Skills Tutor online program in Spanish helps students develop their vocabulary, reading and math skills. Students participate in special events that recognize the diversity of their cultural backgrounds.

Although the ideal situation is to have a perfectly balanced classroom, in which half of the students are Spanish native speakers

and half are English proficient students, this may not be possible. At least one-third of the students who enter the dual language program at kindergarten are Spanish monolingual, one-third are Spanish/English bilinguals, and one-third are English monolingual.

The LAB-R, NYSESLAT, running records, math and writing logs are used as assessment tools for planning ESL instruction in the content areas to ensure that 360 minutes of ESL/weekly are provided to beginning and intermediate ELL students, and that advanced ELL students receive 180 minutes of ESL per week consistent with CR Part 154 ESL requirements. Other assessments in both languages

i include standardized exams, teacher made tests, portfolios, conferencing, projects and technology based assessments. The aforementioned assessments are aligned with state content and language standards, and promote our program bilingual and bi-literacy goals along with grade-level academic expectations. The school directly provides other support services that may be needed by dual language students in order to achieve satisfactory levels of academic performance. These additional support services and interventions include as follows: RtI small group Tier 2 and Tier 3 interventions, guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school and Saturday enrichment programs.

The teachers' professional development plan includes participation in professional conferences, for example, Children's First Network workshops, Dual Language Symposium and inter-visitation to other established programs. These professional training opportunities address effective ways of stimulating literacy, math and content area language development in the second language

of both English and Spanish dominant students. As a result, English speakers will develop English language competency in speaking, listening, reading and writing without compromising academic performance by their involvement in a dual language program. Likewise, the English language learners will develop high levels of speaking, listening, reading, and writing ability in their native language without foregoing its development as they accelerate their English language development.

Because it is essential to have a community of parents that is committed to the program and work collaboratively with teachers and staff to strengthen it, we continue to build on our current parent involvement activities. A Saturday Family Academy will be expanded to support all parents. The Parent Library program installs parental skills directly related to parent-child relationships, promotes independent learning, personal involvement and capacitates parents to better prepare their children to learn. Ongoing workshops include second language lessons in Spanish and English so that parents can become familiar with both the language their child is learning and the process of second language acquisition. An additional resource for parents of dual language students is our bilingual children's library collections.

Parent orientations are provided for newly enrolled kindergarten and first grade dual language students/parents by the parent and dual language coordinators. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to Parent-teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

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.

1. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by the Bilingual Coordinator, Children First Network and the NYCDOE Office of English language learners. Workshops and conferences have included: Designing Exemplary practices for ELLs, Beyond Assessment: Data Driven Instruction for ELLs, RtI for ELLs'

Academic Success,

Providing Native Language Support to ELLs, Content Area Strategies for the Mainstream Teacher of ELLs and Improving ELL Outcomes. Other in-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Imagine Learning, Skills Tutor, Destination Math/Reading and Renzulli Learning. Students use technology to accelerate their English language development. On the other hand, teacher training on Promethean white boards increases the technology resources that teachers have to differentiate instruction.

2. Professional development includes all the aforementioned opportunities. Additionally, there is ongoing training in the CCLS aligned ReadyGEN and GO Math (Spanish and English) new curriculums as well as our magnet program units for Social Studies and Science.

3. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that help them make the right choices.

4. The minimum 7.5 hours and 10 hours for special education teachers of ELL training is given for all staff accordingly. Every year, the ELL Coordinator/ESL teacher, the Children First Network and the NYCDOE Office of English language learners (OELL) provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.

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?

Questions 1 and 2

Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent and the ELL Coordinators to provide them with information about the Dual Language and ESL programs at P.S. 145. Parents are informed of program descriptions, instructional requirements and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under Part 154, parents of newly enrolled ELLs are also invited in the Fall and Spring semesters to Parent-Teacher Conferences to discuss student performance. Information shared with parents of ELLs includes: The Language Allocation Policy; the NYSESLAT, ELA, Math, and the Science state tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly PA (Parent Association) meetings and workshops. For example: computer workshops include Creating GoogleDocs, Getting to know Renzulli, Using My Skills Tutor and Destination Read/Math. All parents are also trained to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday Family Academy, holiday celebrations, NY Cares, school assemblies, and graduation ceremonies.

Flame's academic program and Attanasio/Lectorum's Dual language libraries were purchased to increase bilingual resources for parents. Flame's parent library program installs parental skills directly related to parent-child relationships, promote independent learning, personal involvement, and capacitate parents to come to school better prepared to learn. Our dual language parent library offers additional resources for parents, especially, for parents of children in the dual language program.

3. Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration do every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

E. Additional Information

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

Part VI: LAP Assurances

School Name: 145

School DBN: 03M145

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Dr. Natalia Garcia | Principal | | 9/23/13 |
| Loushonda Mack | Assistant Principal | | 9/23/13 |
| Carlos Salamanca | Parent Coordinator | | 9/23/13 |
| Maria Ramirez | ESL Teacher | | 9/23/13 |
| | Parent | | |
| Sonia Lorenzi | Teacher/Subject Area | | 9/23/13 |
| Barbara Iglesias | Teacher/Subject Area | | 9/23/13 |
| | Coach | | |
| | Coach | | |
| Andres Reyes | Guidance Counselor | | 9/23/13 |
| | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M145 School Name: The Bloomingdale School

Cluster: _____ Network: 406

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

Part A: Needs Assessment Findings

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

At PS145M, we determine the best language to use when providing our parent population with appropriate and timely information by looking at the Home Language Identification Survey (HLIS) and the latter's informal interview section. Since almost all of our English Language Learners and at least 65% of our total school population are from Spanish speaking households we provide these parents all information in Spanish and English. It includes but it is not limited to school notices, announcements, report cards and IEP related materials. Among our many bilingual staff members who help facilitate information in both languages there are: a school secretary, an ELL and Parent Coordinators, a group of qualified Dual Language teachers, guidance counselor, school psychologist, social worker and educational assistants. During the Parent Orientations provided by Ms. Ramirez and Mr. Salamanca, the ELL and parent coordinators respectively, and based on the school's ELL target population, we found a small group of parents whose home languages are other than Spanish and English. These other languages are as follows: one of each- Chinese, Italian, Haitian Creole and French, and two Arabic. Although the home language surveys, parental letters, program videos and guides have been provided in their first language as well during the orientations, these parents have requested all school related information in English since at least a member of their household speaks English. Ms. Ramirez has spoken directly with members of these families to make sure that they prefer to communicate in English. In some instances, the parent coordinator has facilitated translators and translations to these families in their home languages as needed. At PS145 we continue to work to have translation services to better involve all families in the school community.

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.

Our findings show that we consistently continue to work with parents in households whose English is the primary language. On the other hand, if Spanish is the household's home language, the parents' written and oral interpretation needs are easily met through the diligent work of our bilingual parent coordinator along with a large number of Spanish-English speaking pedagogues and staff members who are trained to deal with parents, families and the immediate school community. We find that our Dual Language program continues to expand thanks to a consistent group of Spanish speaking families whose siblings and extended members of the family continue to enroll and opt into the program. As a result, our school's Spanish language population remains constant after four years with a Dual Language program. All PS145 school information and announcements are provided in Spanish and English. During our school tours, and parent principal chats, the Spanish translation is provided by Carlos Salamanca, our parent coordinator. Additionally, parents with home languages other than English or Spanish are aware that they can meet with Mr. Salamanca and/or Ms. Ramirez if they want a school announcement or letter translated into their first language. We use the NYC Department of Education's translation service to support these families with their written documents and/or by using the telephone translation service. While we have data on our ELLs' home languages and their many Spanish speaking families, we are working hard to provide translations services for families of English speaking students whose languages are other than English or Spanish. Up to date we know that all these families have at least one family member who speaks English. However, to ensure our communication with ALL family members we are in the process of collecting additional data. Because our school community is aware of the languages other than English/Spanish present in our school, Ms. Ramirez and Mr. Salamanca have been conducting a language survey among all staff members to facilitate, if possible, one on one communication with these additional family members. Our goal is to provide ALL families with the appropriate and timely translations and support when necessary or as requested by any family member.

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.

At PS145M, the school-wide parent communication is always conducted in both Spanish and English to meet the language needs of the English as well as the Spanish speaking parent population. Because many school community members including the administration, the ELL and parent coordinators, teachers, and educational assistants are fluent in English and Spanish, we work as a team to provide individual translations as needed. Additionally, translation is provided to families at parent workshops, parent teacher conferences, and other parent gatherings to ensure full access for all family members. We have found that in households whose home language is other than English/Spanish there is a parent or family member who speaks and reads English and can understand the school's communication in English. If necessary, we request the professional support of the NYCDOE Translation Services to help our school parents through telephone conferences or to transcribe documents in their home languages. As of today we have been able to provide all in-school translations making it more personal and comfortable for non-English/Spanish speaking families.

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.

Because more than 95% of our English Language Learners speak Spanish we rely mostly on the many PS145 staff members that are fluent in Spanish/English to provide individual translation services when needed. Also, the parent coordinator works to ensure that translation is available to all parents in a timely manner to make communication as smooth as possible. We have used the office of translation services to provide Arabic and Chinese translations, for instance, the use of a translator for an Arabic student taking the NYS Math test. Throughout the years, we have had telephone translations during parent teacher conferences as needed.

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>.

PS145's parent coordinator aims to provide ongoing appropriate and timely translations to better involve families in the school community. Also, we rely on the many bilingual staff members available to facilitate Spanish/English translation services as needed. We are doing every effort possible to make sure that we communicate with all our students' families in the languages that they understand. The schools' parent coordinator ensures that all families have equal access to the information provided. When families join the school community we take notice that materials can be translated into eight languages by the NYCDOE's Translation Services. For instance, we have electronic access of all School Rules and the Parents Bill of Rights in any of these eight represented languages. If a family speaks another language, our parent coordinator may call the translation unit to request an interpreter. We are working to provide signage throughout the building in Spanish and English as these are the two prevailing languages of the majority of our families. Periodically, the ELL and parent coordinators attend training from the office of translation services to ensure that we continue to meet the translation and interpretation needs of all the families.

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: PS 145M The Bloomingdale School | DBN: 03m145 |
| Cluster Leader: Chris Groll | Network Leader: Sandra Letrico |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: <u>60</u> |
| Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>5</u> |
| # of certified ESL/Bilingual teachers: <u>5</u> |
| # of content area teachers: <u>2</u> |

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: Funding will be used to support 60 ELL/SWDs in Grades 2, 3,4, and 5 with additional time on task in cognitive academic language learning and development of reading, writing, listening and speaking in the content areas . ELL/SWDS will receive additional reinforcement in linguistic and academic skills through ESL teaching strategies, and webbased tutoring. Five (5)ESL/Bilingual certified teachers will provide the supplemental and direct services for 5 hours (Friday and Saturday) for 8 weeks (40 Hours) to the 60 ELL students.The CALLA afterschool will take place after school (2hours)and Saturday (3hours). SkillsTutor and Imagine ESL Webbased programs will be used to engage students in contextualized listening, reading and writing skills development in math and social studies content. Both systems provide individualized tracking and reporting of skills and language development. National Geographic Magazines will be use for content based reading, speaking and writing in informational text. Students will be required to develop 2 independent investigatory projects of interest which involve research, use of technology and oral presentation.

Part C: Professional Development

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

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

Begin description here: Five ESL/Bilingual Teachers will engage in an initial 3 hour planning session to review ELL achievement data and IEPs, profile student needs and strengths, develop 4 instuctional units and assessments incorporating linguistic and academic goals in the content area that will engage students in listening, speaking, writing, reading and use of the webbased SkillsTutor and Imagine Learning for ELLs/SWDs. Teachers will review the National Geographic Materials and plan for ESL scaldfolding strategies that will support the students to understand the content and engage students in diverse responses to the text in their learning logs and projects. Teachers will receive Professional development on Cognitive Academic Language teaching and learning for ELLs, use of SkillsTutor and ImagineLearning . Principal and Bilingual Coordinator will facilitate planning and training sessions.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs/SWDs will be provided with 2 Hour training sessions on the use of SkillsTutor and Imagine Learning to be used at home or library for independent work with students. Additionally the parents will be provided with guidance on the citywide expecatations for meeting the CCLS and its impact on the ELLs/SWD. The Bilingual Coordinator and Parent Coordinator will backback bilingual notifications on school parent bilingual calendar , principal letters and phone calls.

Part E: Budget

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

Allocation Amount: \$0

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

