



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** JOSEPH PULITZER INTERMEDIATE SCHOOL  
**DBN (i.e. 01M001):** 30Q145  
**Principal:** DR. DOLORES BECKHAM  
**Principal Email:** DBECKHA2@SCHOOLS.NYC.GOV  
**Superintendent:** DR. PHILIP COMPOSTO  
**Network Leader:** MS. ELLEN PADVA

### 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
Dr. Dolores Beckham	*Principal or Designee	
John Gordon	*UFT Chapter Leader or Designee	
Maria Elena Baguena	*PA/PTA President or Designated Co-President	
Satara Boyce	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	
Sloane Titus	Member/ Assistant Principal	
Lisa Klein	Member/ UFT/SLT Co- Chairperson	
Neville Simms	Member/ UFT SLT Co- Chairperson	
Elizabeth Ryan	Member/ UFT SLT- Co-Secretary	
Danielle Jacobus	Member/ UFT SLT -Co-Secretary	
Alyssa Lamano	Member/ UFT Staff	
Migdalia Ramos-Diaz	Member/ Parent	
Marisa Bassi	Member/ Parent	
Eleazar Rubi	Member/ Parent	
Gabriella Tibball	Member/ Parent	
Monica Cruz	Member/ Parent	
Fatemeh Abdollah	Member/ Community	
Naula O'Doherty	Member/ Parent	
Oyuki Hernandez	Member/ Parent	

\*\*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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

IS145Q school administration will work collaboratively with the NYC DOE, Community Superintendent, CFN 535 and coaches to have effective systems in place in order to appropriately evaluate 100% of teaching staff eligible for ADVANCE under the adopted APPR guidelines to ensure that frequent, substantive feedback is provided via the teacher selected option 1 or 2 model in the form of formal and/or informal observations throughout the entire school year, 2013-2014

### 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.

As per the Citywide Instructional Expectations, we need to ensure that a school-wide understanding of what effective teaching looks like in all content areas, working toward the full-fledged implementation of the new MOSL and APPR evaluation systems in conjunction with the Danielson Framework for Teaching are in place

### 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. The Administrative Team, UFT Chapter Leader, Lead Teachers and Coaches will attend Professional Development to ensure clear and accurate understanding of Danielson Framework, MOSL Model and APPR System
2. Administrative Team members and UFT representatives including the Chapter Leader will attend MOSL training
3. Administrative Team and UFT Members including the Chapter Leader will meet to identify shared/ agreed upon approach to MOSL
4. The Administrative Team and UFT Chapter Leader will receive in house training bi-weekly from a designated DOE approved Coach for Danielson/ APPR
5. The DOE approved coach will conduct a whole staff training of Danielson Framework and its relationship to APPR
6. The Administrative Team will devise a cycle of observation chart to ensure that all teachers' selections for observations are met
7. Each administrative team member will be responsible for evaluating teachers within their content area of strength.
8. Each administrative team member will provide specific, substantive feedback to each teacher they conduct a formal/informal observation for.
9. IS145Q will appoint approved/selected teachers as TIF and demo teachers (Teacher Incentive Fund/ Demo Teachers) to assist in the turnkeying/ understanding of best practices for effective teaching

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

1. Building Principal, 5 Assistant Principals, Lead Teachers, Coach, CFN Resources/ Staff Developers, DOE Coach/Trainer, TIF Coach, TIF, Demo Teachers, UFT Chapter Leader and selected UFT members of MOSL Committee, SWD Coordinator/Liaison, Designated Mentor Teachers
2. Principal, Assistant Principals and UFT Representatives including the UFT Chapter Leader
3. Principal, Assistant Principals and UFT Representatives including the UFT Chapter Leader
4. Principal, Assistant Principals, UFT Chapter Leader
5. Principal, 5 AP's, DOE Teacher Coach, Talent Coach
6. Principal, 5 AP's
7. Principal, 5 AP's
8. Principal, 5 AP's
9. Principal, 5 AP's, TIF, Demo Teachers

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

1. A record of all professional Developments/ Conferences attended will be maintained
2. A record of all Professional Developments/ Conferences attended will be maintained
3. Instructional Cabinet and MOSL training/meetings/minutes will be maintained
4. Weekly Instructional Cabinet minutes will be maintained and Assessments of formal and informal observations conducted in conjunction with Talent Coach will be posted on ADVANCE
5. The Talent Coach and TIF/Demo teacher Coach will survey faculty for feedback after their whole staff PD
6. Principal will consistently monitor AP's to ensure they are conducting their observations and will review feedback they are providing on Advance in addition to the Principal ensuring that she is conducting her own cycle of observations upon earning Principal Certification of Danielson's Framework for Teaching

7. Principal will ensure that adequate training/PD is provided to all constituents (administrators, teachers) to ensure the accurate implementation of Danielson's Framework for Teaching within their content area of strength
8. The DOE approved Coach/Trainer will provide the administrative team with ongoing feedback on our performance in ensuring accurate implementation of Danielson Framework in connection with group informal observations and Administrative Team members will conduct observations on TIF & DEMO Teachers and will require a sign in sheet for them to cite any and all teachers who do intervisitation to their classrooms to observe best practices
9. Within the designated time frame, teachers will apply, be interviewed by the TIF, recommended and approved and/or hired by 145Q as either a TIF or demo teacher to assist in PD and Intervisitation for promoting best practice

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

1. Danielson and MOSL Professional Development – August 2013
2. Staff receives training/PD on MOSL options from MOSL team within professional development days prior to commencement of school – First week of School, September 2013
3. Agreed upon Measures of Student Learning Selected- September 2013
4. Staff receives training/professional development on Danielson and teacher options for APPR – September 2013 & Teachers select format for APPR observations – October 2013
5. Administrators develop cycle of observation Schedule- October 2013
6. Administrators receive ongoing training, with practice informal observations in conjunction with a DOE approved coach – October 2013-March 2014
7. Staff receives a training/PD on Danielson from DOE and TIF Coach during staff development half day – December 2013
8. Administrators will observe, formally or informally, all assigned teachers at least once monthly, providing specific, substantive feedback, until criteria of teacher selected choice has been met. – October 2013 – April 2014
9. October 2013 for identification and hiring

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

1. Professional Development Days for MOSL, APPR, Danielson Allotted
2. Release Time for Planning & Training
3. Completed Forms Documentation for MOSL selections, APPR selections, Cycle of Observation Schedule, Evidence of Advance Compliance, TIF/ DEMO teacher logs
4. Scheduled/ coordinated meetings for training, practice and discussion with Talent coaches
5. Agreed upon date of training provided by talent coach and teacher trainer with feedback survey from whole staff hopefully positively impacting faculty practice within Danielson Framework
6. Administrative Team will dill develop and implement cycle of observation that will show appropriate time lapse between observations to allow for teacher feedback and implementation between observations
7. This will strengthen each content area's effectiveness by receiving feedback from content area AP
8. This will strengthen each content area's effectiveness as they are receiving feedback from content area AP
9. Having additional support staff to provide opportunities to discuss and or be observed within best teaching practices is beneficial; they will be freed from some teaching responsibilities to conduct PD's and mentor

**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).

Monthly Workshops will be conducted by the Parent Coordinator and members of the administrative team/ teachers to keep them abreast of Shifts in Instruction and Curriculum due to the Common Core, and Effectiveness and Accountability Ratings in place due to MOSL and APPR requirements

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #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 there will be a 2% increase in the percentage of students scoring at a Level 3 or higher on the NY State Math Assessment.

**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.

Based upon the results of the 2012-2013 Progress Report and a review of formal and informal assessments, this has been identified as an area in need of improvement.

**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. A built-in weekly PD period will be provided to all math teachers
2. PD will be conducted by the lead teacher and/or math coach.
3. Implementation of the Common Core Standards-Based Curriculum, Connected Math Program Three which is DOE approved and purchased by our school.
4. The Math AP is now responsible for the observations of the faculty members of the Math Department as opposed to AP's evaluating strictly the teachers within their respective academies
5. The Math AP will conduct informal and formal observations as per the established Cycle of Observations developed in response to teacher selected APPR options
6. Special Education Teachers have been departmentalized to ensure those strongest in mathematics are teaching math in self-contained classrooms and/or co-teaching within the ICT model.
7. The Math AP along with the lead teacher and the administrative team will continuously disseminate pertinent literature to assist in sharing best practices for classroom implementation
8. Baseline MOSL exams will be administered and scored at the beginning of the year to generate a Common-Core needs assessment for our students and serve as a comparison for student growth and progress when they are compared to the results of Common-Core summative assessments at the end of the year
9. The administrative team in conjunction with the lead teacher will ensure the new CCLS units are rolled out within the curriculum
10. Teachers will be afforded opportunities for Intervisitation of newly appointed TIF's and DEMO Teachers within our building

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

1. The AP in charge of programming will incorporate it into the teacher schedule
2. Math AP, Lead Teacher and Coach
3. Building Principal, Math AP, Math lead teacher and Coach
4. Building Principal, 5 AP's
5. Building Principal, 5 AP's
6. Building Principal, ELA AP, Programmer, Special Ed AP, SPED teachers
7. Building Principal, Math AP, Laed Teachers and Coach, TIF, DEMO teachers
8. Building Principal, Math AP, AP's, Lead Teachers and Coaches, Testing Coordinator
9. Building Principal, 5 AP's, Math Coach and Lead Teacher
10. Building Principal, 5 AP's, Math Coach and Lead Teacher, TIF, DEMO and Mentor Teachers

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

1. Teacher Schedules before start of school year
2. Math AP will meet weekly with math coach and lead teacher; teachers will attend weekly PD
3. Purchase Orders and Receipts
4. Observations, Formal and Informal Documentation
5. Observations, Formal and Informal Documentation
6. Teacher Schedules
7. Formal and Informal documentation of distributed materials
8. Testing Schedule, Scoring sheets and results reviewed
9. Formal and Informal Documentation
10. Formal and Informal observations, documentation

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

1. Built into program for September 2013
2. Ongoing September, 2013-June 2014
3. Ongoing, September, 2013 -June 2014
4. Observations will be ongoing – October 2013-May 2014
5. Observations will be going and entered in ADVANCE
6. Built into the program effective for September 2013
7. Articles, books, videos, emails, distributed September, 2013-June 2014
8. Baselines administered and scored by October, 2013
9. Ongoing September 2013- June 2014
10. Intervisitation ongoing from September 2013- June 2014

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

1. A mandated, built-in PD period as part of their 25 teaching periods has been incorporated into every ELA teacher’s program
2. CFN Team, DOE Coach, Lead Teachers/ Coaches will provide PD for teachers on how to effectively implement best teaching practices
3. Common Planning Time exists on six Wednesday half days built into the school schedule
4. Cycle of Observation Plan/Schedule has been generated
5. Cycle of Observation Plan/Schedule has been generated
6. Program was discussed and designed over the summer of 2013 to ensure that SPED teachers were departmentalized
7. Formal and informal documentation of materials distributed
8. Testing schedule generated, student exams assessed and scores/ skills reviewed
9. A mandated built in PD period will be incorporated into every math teacher’s 25 teaching period program to ensure rollout of CMP3
10. Teachers are continuously encouraged to intervisit classrooms; Demo teachers, TIF and mentor teachers have open door policy

**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).

Monthly workshops will be conducted by The Parent Coordinator including topics such as how to assist your child in homework, importance of reading to/with your child, and the instructional shifts that have occurred within the new Common Core Curriculum

**Budget and Resource Alignment**

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

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

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**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, there will be a 2% increase in the percentage of students scoring at least a Level 3-4 on the NYS ELA Exam

**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.

As a result of our performance on the 2012-2013 State Exam results, this area was identified as a need for improvement

**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. Teachers will be afforded opportunities for Intervisitation of newly appointed TIF’s and DEMO Teachers within our building
2. Common Core Aligned Curriculum for ELA in the form of Expeditionary Learning has been DOE approved and purchased by our school for its implementation

3. The administrative team in conjunction with the lead teacher will ensure the new CCLS units are rolled out within the curriculum
4. The ELA AP is now responsible for the observations of the faculty members ELA Department as opposed to AP's evaluating strictly the teachers within their respective academies.
5. The ELA AP will conduct informal and formal observations as per the established Cycle of Observations developed in response to teacher selected APPR options
6. Reading, Writing, Speaking & Listening have become a priority within teaching practice across the content areas and will be imbedded within the grading policies of all content areas
7. Special Education Teachers have been departmentalized to ensure those strongest in ELA are teaching ELA in self-contained classrooms and/or co-teaching within the ICT model
8. All teachers will receive training on the CLOSE Reading Model to aid students in reading age and grade level appropriate text
9. The ELA AP, along with the lead teacher and the administrative team, will continuously disseminate pertinent literature to assist in sharing of best practices for professional growth and classroom implementation
10. NYC baseline MOSL exams will be administered and scored at the beginning of the year to generate a needs assessment for our students and serve as a comparison for student growth and progress when they are compared to the results of NYC summative assessments at the end of the year
11. Teachers will administer the DRA to each student three times annually

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

1. Building Principal, 5 Assistant Principals, Lead Teacher, AUSSIE Literacy Coach, DEMO Teachers, TIF
2. Principal, ELA AP, School Purchasing Secretary
3. Building Principal, 5 AP's, ELA lead teacher, ELA teachers
4. ELA AP
5. ELA AP
6. Building Principal, 5 AP's, Lead Teacher, Coaches and ELA teachers
7. Building Principal, ELA AP, Programmer, Special Ed AP, SPED Teachers
8. Building Principal, 5 AP's, Lead Teachers, Coaches, CFN Staff Developers
9. Building Principal, 5 AP's, Lead Teachers and Coaches, TIF, Demo Teachers
10. Building Principal, 5 AP's, Lead Teachers and Coaches, MOSL Team, Testing Coordinator
11. All ELA teachers, Lead Teacher

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

1. Formal and Informal Observations of Teachers as per PPR selection, MOSL rating based upon NYC distributed assessments
2. Purchase Orders and Receipts
3. Formal and Informal Documentation
4. Observations, Formal and Informal Documentation
5. Observations, Formal and Informal Documentation
6. Comprehensive Grading Policy Document
7. Teacher Programs
8. Documentation of PPD Conducted, Articles distributed, Noted in Observations of teacher implementation
9. Formal and Informal Documentation of Distributed materials
10. Testing Schedule, Assessment Scoring Sheets scanned, Results reviewed
11. Teachers will record and submit student DRA results to Lead Teacher and AP's and Building Principal

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

1. Intervisitation will be ongoing - September, 2013- June 2014
2. Curriculum ordered and distributed September & October 2013
3. CCLS units rolled out September, 2013-June 2014
4. Observations will be ongoing – October 2013-May 2014
5. Observations will be going and entered in ADVANCE
6. As per goal # 4 the new grading policy will be developed and in place by December 2013
7. Effective with new schedule, September 2013
8. CLOSE Reading will be discussed/ modeled a few times by November, 2013

9. Articles, books, videos, emails, distributed September, 2013-June 2014
10. Baselines administered and scored by October, 2013
11. DRA's administered 3 times over course of school year, beginning middle and end of year to monitor progress

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

1. Teachers are continuously encouraged to intervisit classrooms; DEMO teachers and TIF, lead teachers and coaches and teacher mentors have open door policy
2. School Funding will be utilized to order CCLS aligned Expeditionary Learning Units
3. A mandated, built-in PD period as part of their 25 teaching periods has been incorporated into every ELA teacher's program to ensure PD in rolling out new units
4. Cycle of Observation schedule/ plan has been generated
5. Cycle of Observation Schedule has been generated
6. Grading Policy Generated and PD will be conducted on Faculty Conference Days; ½ day Wednesday PD's have been instituted
7. Programming was discussed and designed over the summer of 2013 to ensure that SPED teachers were departmentalized
8. CFN Team, DOE Coach, Lead Teachers/ Coaches will provide PD for teachers on how to effectively implement best teaching practices
9. Common Planning Time exists on six Wednesday half days built into the school schedule; email distribution, hard copy in teacher mailbox distribution, PLC discussion opportunities
10. A MOSL testing schedule will be generated accommodating needs of SWD rights as well as those of ELL's
11. Teachers will be afforded to time to conduct, record and share information on DRA performance

**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).

Monthly workshops will be conducted by The Parent Coordinator including topics such as how to assist your child in homework, importance of reading to/with your child, and the instructional shifts that have occurred within the new Common Core Curriculum

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By the start of the third marking period in February, the four major content areas will institute the newly developed comprehensive grading policy for their respective disciplines, within the framework of the school-wide grading policy, that will encompass the Common Core State Standards ensuring that the four modalities of reading, writing, speaking and listening are imbedded into the criteria established

**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.

As Common Core Standards exist for learning, systemic criteria for evaluation and assessment must be consistent within disciplines and grade levels to ensure fairness, equity and responsible grading.

**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. As the Common Core Standards are being implemented to ensure a more rigorous curriculum based upon higher standards and expectations for all students ensuring that they are college and career ready, our homework and grading policies must be in alignment to meet the needs of all of our students, particularly our large population of ELLS, Former ELL's and SWD.

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

1. Building Principal, Instructional Cabinet consisting of 5 Assistant Principals, two lead teachers, Math Coach, Parents
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Review current grading policies by department with each department establishing clear guidelines as to how much each criteria, including homework should be weighted, culminating in a Final Product of a Comprehensive Grading & Homework Policy
- D. Timeline for implementation and completion including start and end dates**
1. Administrative Cabinet will meet weekly to discuss progress or grading/homework policy development (September – December, 2013), with Departmental Meetings taking place to discuss rationale behind revisiting grading and homework policy (September, 2013). Lead teachers and coaches will create and administer a survey to all teachers to gather feedback and input on current policy and suggestions for revision (October, 2013) and will follow up with a template of grading policy developed based upon aforementioned feedback/survey for review in instructional Cabinet (November, 2013). This will be received by the Administrative Cabinet who will review the developed template and revise as necessary to create formalized grading policy (December, 2013). The Administrative Team and Lead Teachers and Coaches will communicate adopted grading Policy to all stakeholders: teachers, students and parents
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Planning Time, Access to Information from other schools/ districts, Release Time, Staff Development Time, Written Grading Policy

**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).

Parents will be included for input/ feedback on their thoughts as it pertains to homework and grading policy. This will be considered and added to our school's grading and homework policy.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>ELA AIS is offered to many students as part of their built-in 8 period a week ELA schedule to provide additional support. An emphasis is placed upon fluency, vocabulary development, reading comprehension, and spelling. A faculty member's entire program is dedicated to ELA AIS to help our struggling students. In addition we offer a Saturday school program for 8-10 weeks leading up to the state examination, grades 6-8. We also conduct an extra ELA tutorial/AIS program over the two holiday breaks in February and April to help prepare for the state exam. We are in the process of purchasing MY-ON Reader for the entire school population.</p>	<p>Whole class additional period above the scheduled 8 ELA periods of instruction. Some of the classes utilize online ELA tutorial/enrichment programs to improve their skills. Smaller groups meet after school, during the vacation periods and Saturday school program leading up to the state exams.</p>	<p>Services are provided during the school day, during the extended day after school program and over both the vacation periods and the Saturday school program. The school also offers a summer enrichment program specifically designed to promote literacy for beginner ELLs.</p>
<b>Mathematics</b>	<p>Math AIS is offered to many students built into their program as an additional period of support. In addition we offer a Saturday school program for 8-10 weeks leading up to the state examination, grades 6-8. We also conduct an extra math tutorial/AIS program over the two holiday breaks in February and April to help prepare for the state exam.</p>	<p>Whole class additional period above the scheduled 8 math periods of instruction. Some of the classes utilize online math tutorial/ enrichment programs to improve their skills. Smaller groups meet after school, during the vacation periods and Saturday school program leading up to the state exams.</p>	<p>Services are provided during the school day, during the extended day after school program and over both vacation periods and the Saturday school program.</p>
<b>Science</b>	<p>All 8<sup>th</sup> grade students are offered the opportunity to participate in the Saturday program leading up to the test. Teachers supplement instruction by requiring an investigative science report and product from each student.</p>	<p>Small groups are arranged for Saturday school prior to the 8<sup>th</sup> grade state test. There is also an extended day, after school program offered to students.</p>	<p>A science cram session on approximately 4-6 Saturdays is provided for three hours apiece after the conclusion of the state ELA &amp; Math exams to prepare for the state 8<sup>th</sup> grade science examination.</p>
<b>Social Studies</b>	<p>We have instituted an additional period of social studies/geography for some classes beyond the five periods. In addition teachers supplement instruction by requiring an investigative report and product.</p>	<p>Whole class additional period of social studies for some classes above the scheduled 5 periods of social studies instruction. Some of the classes utilize online social studies tutorial/enrichment programs to enhance their knowledge.</p>	<p>AIS support programs are offered during the school day as a supplemental period.</p>

<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>Each one of the five school's guidance counselors meet with students individually and/or small group for mandated counseling or those as needed. They discuss and offer support on a wide range of issues and try to develop the children's abilities to function independently, socially and develop skills to cope and to resolve conflicts. PPT meetings are held with the AP, dean, school psychologist, IEP coordinator and social worker to discuss children's who are not succeeding, at-risk or need some form of intervention. For those who do not have an IEP but are struggling academically and in need of a boost, SETSS-at-Risk is recommended for additional support. The Elmhurst Mental Health Clinic also supports our students by providing mental health services to mandated and at-risk students, grades 6-8. We also maintain two nurses, a medical doctor and a nutritionist on staff.</p>	<p>Both individual and small group counseling</p>	<p>During the school day, sometimes extending after school in event of crisis.</p>
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**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In collaboration with our CFN, specifically its Human Resource point person, we seek out, interview and hire highly qualified teachers to fill our faculty vacancies. In addition we send both administrators and teachers to DOE sponsored hiring fairs, utilize DOE tools, collaborate with universities to seek out prospective candidates and solicit resumes from an administrative listerv to secure prospective candidates. Prospective hires are screened by our CFN Human Resource person after successfully advancing during the interview stage at our school and demonstrating ability during a demo lesson. Hires attend a new staff teacher development prior to the commencement of school in September.

We support the retention of highly qualified teachers in our school in many ways. Some of these include but are not limited to:

1. Providing continual professional development in terms of both content and methodology
2. A mentor is provided at the outset of the school year to work continually with the new teacher
3. Grade level teams meet within the PLC to provide additional support
4. The Principal and Assistant Principal conduct observations and provide constructive, substantive feedback
5. Annual calendars, weekly newsletters, memos, emails and bimonthly faculty meetings all ensure that teachers are kept well-apprised of school happenings, and necessary information to succeed
6. All teachers have access to a plethora of resources including technology, classroom supplies, computers and printers

It is a consistent goal of ours to hire, train and maintain highly effective teachers on behalf of our students and school.

**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).

Our entire staff and faculty has received numerous professional development sessions and conducted work to assist in our students reaching the expectations of the Common Core Standards. We have implemented/ conducted the following:

1. Ordered and implemented the DOE approved CCLS aligned Expeditionary Learning program in ELA and CMP3 in Mathematics
2. Developed CCLS aligned units across content areas, including unit plans, curriculum maps, pacing calendars and assessments so that 100% so faculty have an instructional focus
3. Provided in-house CCLS aligned professional development, turn-keying workshops provided by our CFN
4. Provided in-house professional development that focuses in on supports for our sub-groups
5. Continued to discuss the usage of data as a critical tool in guiding instruction
6. Shared the school's instructional focus with all stakeholders through sustained formal professional development opportunities
7. Created and implemented a comprehensive Professional Development Plan
8. Delineated Supervisory roles vertically and horizontally within content areas and across grade levels
9. Conducted formal and Informal observations in accordance with Danielson Framework for Teaching providing substantive feedback to teachers
10. Continued our weekly practice of Cabinet and Instructional Cabinet to discuss instructional policy, grading policy, curriculum, etc

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funds with other Federal, State, and local resources have been pooled to address as many needs as possible; funds are used to benefit all students in the school, with a particular emphasis placed upon our heavy ELL and SWD population.

## **SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers were selected to represent the faculty as part of our MOSL (Measures of Student Learning Team) to make decisions on assessments for our students. One member was selected from each major content area: ELA, Math, Social Studies and Science. They along with the selected administrative team members and the principal comprise the MOSL team and collectively decided which assessments would be utilized for our school.

## **TA Schools Only**

### **Use of Program Resources**

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

### **TA Coordination with the Regular Program**

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

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

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

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

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**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;

**This is accomplished at 145Q through monthly parent-teacher meetings and workshops. Our Parent Coordinator offers workshops on a monthly basis designed specifically to help parents help their children with the rigorous expectations set forward by our city and state in terms of the Common Core Learning Standards and School-wide grading policy..**

- 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;

**Parents of 145Q are invited to participate on our School Leadership Team and to attend PTA meetings to keep abreast of current trends in education and to contribute in making decisions that impact the education of their children at our school. Our five guidance counselors, one per academy, provide ongoing supports to parents in completing their high school applications for their children. Parents are also informed about the need for the students to be college and career ready.**

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

**An example would be the parenting skills workshops conducted by our parent coordinator. In addition parents often come in to discuss their child's progress and to address their social and emotional needs with the principal, AP, dean and/or guidance counselor, social worker or school psychologist. Recommendations are made as to how to effectively be a parent and provide an environment and support that is critical to their child's development. Progress Reports are sent home with the children every 10 weeks preceding each marking period's report cards. In this way there is communication as to the child's progress at least every five (5) weeks. In addition many of our teachers communicate with parents via Engrade and all are expected to contact parents via phone and/or mail to notify them if a child is falling behind. Parents also have access to ARIS to monitor their child's performance on city and state assessments.**

- providing assistance to parents in understanding City, State and Federal standards and assessments;

**The school conducts a parent forum to discuss the standards and state examinations. We also provide cram sessions over vacations and Saturday school for students to attend after the forum to help our students make improvements.**

- 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.;

**Our parent coordinator accomplishes the aforementioned throughout the school year.**

- 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 1<sup>st</sup> 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;

**We do this consistently despite the fact that we have over 28 different languages represented in our school. Any parent whose native tongue is unique is accommodated via a multilingual staff member here on site; in the unlikely event that we do not have a translator on staff we solicit and compensate if necessary a member of the community.**

- 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;

**A Title I meeting for parents was conducted to discuss how funds were utilized as well as to garner their input in providing more support for them. (See agendas)**

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;

**Our school conducts an annual social studies fair, science fair and math and science nights for the community and parents to come to the school and see what their children are learning and doing. In addition, winter and spring concerts are held for the parents to enjoy their child's progress made in these courses. Art work created leading up to these are also on display for parents to see.**

- 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;

**Progress Reports are distributed five weeks into every marking period, five weeks before the report card for that marking period.**

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

**Parent newsletters in English and Spanish are regularly sent home with the students. In addition we utilize phone messenger to keep parents informed of current events and important information.**

- 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;

**Our school motto is “Respect People, Respect Property”. We also consistently reinforce the message of, “We are one race, the human race.”**

- implementing a curriculum aligned to the Common Core State Learning Standards;

**We have purchased DOE approved, CCLS aligned units in ELA & Math (Expeditionary Learning & CMP3 respectively)**

- offering high quality instruction in all content areas;

The expectation is that all faculty members provide meaningful, rigorous instruction in all content areas. We expect the four learning modalities of reading, writing, speaking and listening to be taught, experienced and assessed in all subject 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;

**Approximately 96% of our teaching staff is highly qualified as per the requirements of NCLB.**

*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 1<sup>st</sup> 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;

**We have a multilingual staff that accommodates virtually every language that could possible walk through doors in need of translation.**

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

**These guidelines and the phone numbers of key personnel are outlined in each child's school agenda for easy reference.**

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

**Many parents serve as chaperones on a wide array of school trips. In addition we have an open door policy where parents are always welcome to visit our school and sit in on their child's class.**

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

**We conduct two formal parent-teacher conferences, each having time allotted in the afternoon and evening to accommodate parents' schedules. In addition at the beginning of the school year each academy sponsors an Open House to meet and greet the parents in a whole class setting providing an overview of the school, and course expectations.**

*Provide general support to parents by:*

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

## **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 <b>30</b>	Borough <b>Queens</b>	School Number <b>145</b>
School Name <b>Joseph Pulitzer</b>		

### 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 <b>Dolores Beckham</b>	Assistant Principal <b>Ivan Rodriguez</b>
Coach <b>Kelly McNulty</b>	Coach <b>David Reinoso</b>
ESL Teacher <b>Jorge Smith</b>	Guidance Counselor <b>Carmen Persichitti</b>
Teacher/Subject Area <b>Samantha Chung</b>	Parent <b>Marisa Bassi</b>
Teacher/Subject Area <b>Dayanara Martinez</b>	Parent Coordinator <b>Geri Fils-Aime</b>
Related Service Provider <b>Darlida Ospina</b>	Other <b>Johnny Vasquez</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Jose Mateo</b>

### 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.	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>4</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>2083</b>	Total number of ELLs	<b>493</b>	ELLs as share of total student population (%)	<b>23.67%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	2					4
<b>Dual Language</b> (50%:50%)							2	2	2					6
<b>Freestanding ESL</b>														
self-contained							7	4	2					13
Push-In							2	2	1					5
<b>Total</b>	0	0	0	0	0	0	12	9	7	0	0	0	0	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	493	Newcomers (ELLs receiving service 0-3 years)	250	ELL Students with Disabilities	126
SIFE	21	ELLs receiving service 4-6 years	135	Long-Term (completed 6+ years)	108

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	123	21	0	2						125
Dual Language	5			4			1			10
ESL	122		12	129		45	107		69	358
Total	250	21	12	135	0	45	108	0	69	493

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	22	60					101
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>22</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>

\*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												
Spanish													4	56					4	56
SELECT ONE															4	54			4	54
SELECT ONE																	1	63	1	63
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>56</b>	<b>4</b>	<b>54</b>	<b>1</b>	<b>63</b>	<b>9</b>	<b>173</b>											

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 164      Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 2      Hispanic/Latino: 170  
 Native American: 0      White (Non-Hispanic/Latino):          Other: 1

**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							201	144	106					451
Chinese							1	1	1					3
Russian														0
Bengali							4	9	2					15
Urdu							2	1	1					4
Arabic							1	0	2					3
Haitian														0
French							0	1	0					1
Korean							0	0	1					1
Punjabi							0	0	1					1
Polish							0	1	0					1
Albanian							0	0	1					1
Other							2	6	4					12
<b>TOTAL</b>	0	0	0	0	0	0	211	163	119	0	0	0	0	493

## 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)							30	45	41					116

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							23	31	31					85
Advanced (A)							126	72	58					256
Total	0	0	0	0	0	0	179	148	130	0	0	0	0	457

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					0
4					0
5					0
6	32	39	14		85
7	82	24	0	1	107
8	86	15	0	0	101
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	98	44	35	11	9	3	0	0	200
7	36	52	18	17	4	1	1	3	132
8	47	53	10	13	1	2	0	0	126
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	10	17	29	47	55	36	5	199
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra		4		4
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language		70		70
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	13	23	63	3	18	28	108
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
DRA scores indicate that the literacy skills of ELLs are: Beginners score between levels A-F, Intermediate ELL's from Level G-Q, and advanced ELL's from level Q-X. The majority of LONG-TERM ELL's at the Y level. Teachers use the DRA to assess the early literacy skills for ELLs. The data shows the challenge the students have when responding to literal questions and being able to infer and go beyond the text. It also shows how beginner ELLs are transitioning sound systems from their native language, especially Spanish speakers, into the English Language. Teachers will determine which component (decoding, fluency or reading comprehension) they will use to plan and differentiate their instruction accordingly.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The vast majority of the new admits from Spanish speaking countries were tested, but unable to answer any parts of the test. However, they performed above 70 percentile in the Spanish Lab-R. For ELLs that took the NYSESLAT for the first time, they scored at a higher proficiency level in speaking. The pattern shows, as they subsequently take the NYSESLAT, that the writing is more challenging when it comes to acquiring proficiency.
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 state did not release the Spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The overwhelming majority (98%) of the students in the Dual Language Program have become proficient in the NYSESLAT in all grades. The students in the Free standing ESL Program have shown difficulties within the writing component of the NYSESLAT as well as in the City-wide baseline performance assessment. Students in the Transitional Bilingual Programs scored higher in the speaking portion of the NYSESLAT in all grades. Students in the TBE showed higher literacy levels based on the ELE (Examen de Lectura en Español). They also met promotion criteria in the Math State Exam. The outcome of the Periodic Assessments is used to streamline data profile by student to plan and deliver instruction. The data is also used by the Professional Learning Community team to set SMART goals. The school staff has learned that literacy must be infused in all content areas. This is evident in every teacher's lesson plan containing both a specific content and linguistic objective.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers meet on a weekly basis to moderate student work, set goals, plan intervisitation observations to identify best practices. In addition, teachers use rubrics and design tasks to integrate ELA and ESL performance standards according to each program and student levels. Teachers keep a folder and portfolio to showcase student's formative and summative performance growth. Teachers keep individual profile sheets per student to set goals and establish a communication system with the parents and colleagues .
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?

IS 145 is the only Middle School in D30 that has a 50-50 Dual Language Program. The students come to us biliterate, bicultural and bilingual. Our job is to sustain the Program. 98% of DL students have tested out of ESL.

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

We have a large population of Special Education ELLs. Therefore, we have fallen short of making AYP in both ELA and Math. However, the AMAO2 Status shows that ELLs meet target benchmarks in achieving proficiency.

## 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](#).)

IS 145 follows the mandated protocols to place ELLs where they can benefit the most. The bilingual staff comprised of a secretary (Ana Donaso), guidance counselor (Carmen Persichitti), Testing Coordinator (Smith Jorge), parent-coordinator (Geri Fils-Aime) and Assistant Principal (Ivan Rodriguez) are highly trained to assist parents in the enrollment process. At enrollment, the Home Language Identification survey (HLIS) is administered to determine LAB-R eligibility. If the Home Language is other than English, the Lab-R is administered within the first 10 day time period by a licensed ESL teacher- Mr. Smith Jorge. For Spanish speaking students, the Spanish LAB-R is also administered. If the student scores below proficiency in the English LAB-R, he/she is considered an ELL. In addition, during the admission process, the parent is also informed of the three educational programs we offer to ELLs (TBE, Dual Language or Free-Standing ESL). The Parent then opts for one of the three; it is the parent's choice. The NYSESLAT is administered annually to determine student proficiency (ie., beginner, intermediate or advanced level). If the student falls into any of these levels, the student remains an ELL and the services continue to be provided. Once ELLs take the NYSESLAT, they are placed accordingly based upon their performance.

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 DOE video about ESL programs explains to parents, in their native language, the different choices they have. Parents select their choice from Transitional Bilingual Program Spanish, Freestanding ESL or Dual Language Spanish Programs; the entitlement letter is provided to them to complete it since the school offers all possible choices. Letters stating the parents' preference is kept in a school file. Mr. Ivan Rodriguez, assistant principal, personally explains these choices to the parents and records their selection which is placed in the ELPC screen in ATS.

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

All parents of ELLS receive the Continued Entitlement letter through their child. They are informed of the different choices they are entitled to and make a selection. The entitlement letter is provided to them to make a selection since the school offers all three possible choices. Letters stating the parents' preference is returned to Mr. Rodriguez who keep them in a school file for future reference. Those who do not return the letter are called as a courtesy reminder to avoid the default program.

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 school honors the parent's choice since we offer all three Programs. However, we have noticed an increase in the Bengali population. We currently have 15 Bengali students, but they are spread out in three different grades. Bilingual staff members from different language groups also contribute in providing information to parents from different language backgrounds.

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 speaking modality is administered individually by a licensed ESL teacher. A rubric is used to determine their scores. The listening, reading and writing modalities are administered according to their grade in a group setting. The ELLs with special needs (IEP) are tested based on their IEP criteria. The scoring of the writing modality is done at the school level by three ESL teachers using the writing rubric provided. They must reach consensus with the scores to ensure accuracy. Teachers are not allowed to score their own students.

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. 

The trend in program selection over the years shows that parents are more interested in placing their children in either our Dual Language or Free-Standing ESL program. All programs offered are aligned with parent requests. Based on the Parents' Choice Letters and the Home Language Survey forms, IS 145Q currently has five (5) Free-Standing ESL classes, four (4) TBE classes and six (6) Dual Language Classes. There are 4 Self-Contained ESL Special Education Classes. There are also Push-in services in monolingual setting classrooms. In Parent Orientation meetings, the three programs that are offered by the city are thoroughly explained. If parents choose to change the student's original placement, an explanation is provided once again in the parent's native language if needed. Documentation (Entitlement or Continuation Letter) is kept for the record. Once the parent makes a decision, the letter indicating their selection is kept in a school file.

## 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])?

IS 145 has the following organizational models to service the ELL population:

- A) Free-Standing ESL homogeneous grouping based upon proficiency level. Students travel as a block to the different content area teachers. All content areas are departmentalized.
  - B) The ESL teachers deliver 360 minutes of ESL instruction a week to all beginner and intermediate ELLs and 180 minutes to advanced ELLs.
  - C) Newly arrived ELLs in bilingual classes receive 60% of their instruction in Spanish, including 180 minutes of Native Language Arts a week. English periods increase accordingly as they become more proficient in the English Language.
  - D) Dual Language classes follow a 50-50 model including four (4) periods of NLA and one (1) subject (Science or Social studies), for a total of five (5) periods completely taught in Spanish.
  - E) Students in Freestanding ESL receive 100% of the instruction in English. Advanced students in the mainstream setting receive push-in services by licensed ESL teachers based on their NYSESLAT scores.
  - D) The delivery of instruction for ELLs in all content areas is based upon the Workshop Model, which emphasizes cooperative and inquiry-based learning. The use of Q-TEL and CALLA Methodologies, balanced-literacy instruction and student-centered tasks are some of the strategies used to help ELLs improve their linguistic and academic abilities. ELLs are expected to perform to the same standards as Non-ELLs.
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)?

The ESL teachers deliver 360 minutes of ESL instruction a week to all beginners and intermediate ELLs. 180 minutes is provided to advanced ELLs. The students in TBE receive 180 minutes of Native Language Arts Instruction. Dual Language follows a 50-50 model.

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.

ELLs in Free-standing Programs receive all instruction in English. TBE students follow the 60-40 (Spanish to English) model per CR Part 154. They also receive instruction in Native Language Arts Spanish five periods a week. Students in Dual Language Programs receive instruction in English and Spanish, alternating from day to day, in Science, Social Studies and Mathematics. DL students follow a 50-50 (English/ Spanish) model. They also receive four periods a week of Native Language Arts in Spanish. Content area teachers are well-informed and trained to use the CCLS to plan, deliver, provide interventions and assess to ensure that all ELLs are receiving rigorous instruction per the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We administer the Spanish LAB-R, School based DRA, ELE and teacher made writing baseline assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers continually assess them in the four modalities. Teachers keep a matrix to assess speaking skills in terms of specific tasks to determine pronunciation, intonation, fluency, etc. Teachers assess listening skills through read alouds, and recorded dialogue. Students are asked to read at least 25 books based on their reading DRA levels, to submit written reports, and complete CCLS tasks based upon unit themes. Teachers use the baseline writing assessments to provide required interventions. Teachers combine different modalities to provide a holistic grade to the student via multiple choice, open-ended questions, choice boards, essay writing prompts, DBQ etc.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

(A) SIFE are part of our After School Program. In addition, a cohort of teachers volunteer to give up their professional periods to provide basic literacy interventions every day for 45 minutes. Subject teachers tailor their lessons to meet the basic needs of this population following a literacy approach. DRA results are used as a baseline assessment.

(B) Ongoing orientation is offered to parents to navigate the DOE system. Students join different after school programs to receive support by licensed content area teachers. Books are purchased to meet their reading interest levels. They also participate in a Summer School Enrichment Program. A cultural component of Title III allows them to go on trips to acclimate themselves to the

new

culture.

(C) Teachers use an interdisciplinary portfolio system to moderate student work and set benchmarks to achieve CCLS goals. ELA teachers use strategies such as literature circles, survey their interest in writing and promote more accountable talk.

(D) Push-in ESL and subject teachers co-plan to continuously reinforce the reading and wrting skills that these population needs

to

master in order to show proficiency in the NYSESLAT. Monthly orientations are provided by the Guidance Councillor and Academy Directors to create awarenenss about their challenges. Teachers are encouraged to highly infuse literacy protocols such as citing evidence from non-fiction text to promote Accountable Talk and increase their self-esteem.

(E) An orientation is provided to parents. In addition, these students receive time and a half on all standarized exams.

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?

Teachers are aware of their multiple learning styles via their IEPs, multiple intelligence surveys and baseline assessments. Teachers set goals for the four modalities: reading, writing, listening & speaking. Teachers download video clips, use audio CDs, promote the use of different tiered vocabulary words, include graphic organizers to organize their writing process, use manipulatives for hands-on instruction, and promote academic language through debates. These materials will accelerate English Language Acquisition via their learning styles as an age and grade appropriate level.

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?

Instruction and curriculum is highly differentiated as evident in teacher planning, curriculum guides and classroom leveled libraries. We have started the flexible scheduling with 8<sup>th</sup> grades for ELA and Math for the first time this year.

### 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:			

### 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

Social Studies:				
Math:				
Science:				

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

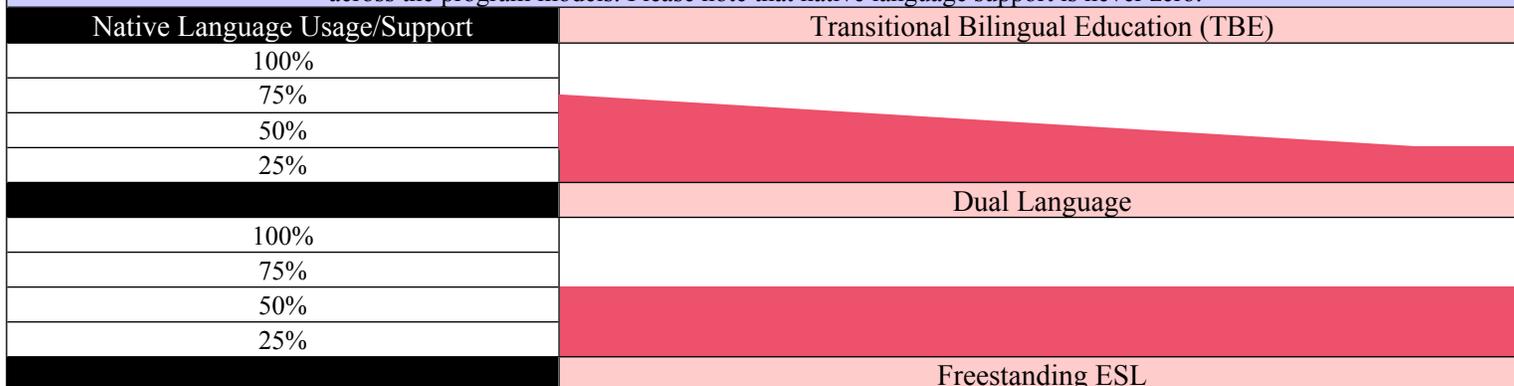
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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
<b>FOR TBE /DL PROGRAMS:</b> 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.



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- ELLs receive instructional support by push-in ESL teachers, especially in ELA. In addition, all our content area teachers are highly trained in using ESL methodologies to promote language development and content acquisition, emphasizing Tier III vocabulary words. Teachers also use a large array of scaffolding techniques and multiple entry points to differentiate instruction to better cater to the individual needs of our students. ELLs also benefit from after school programs, tutoring provided during the Homeroom period, and computer-based literacy programs, which students can access from home.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs are highly effective in infusing language across all content areas. All subject teachers work under the premise that language development is the vehicle to promote content acquisition. In addition, content area teachers are trained in using ESL methodologies to more effectively and efficiently service our vast ELL population. The success of our program is evident in the progress our students make as noted in our NYSESLAT, Math, Science and ELA value added scores.
11. What new programs or improvements will be considered for the upcoming school year?
- Teachers will upgrade their grading policy to align it to the NYSITELL.
12. What programs/services for ELLs will be discontinued and why?
- None. All mandated programs will continue to be offered to students, parents and teachers.
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 are invited and encouraged to benefit from all curricula and extracurricular activities. (clubs, tutoring, basketball team, trips)
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All teachers working with ESL students have Smart Boards, mobile computer units for each student by department, Computer software, I-pads, etc.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Spanish Native Language Arts teachers mirror the ELA Expeditionary Learning Curriculum to write their units. They put together theme based units, identify high order thinking skills to be addressed, and create assessment tasks to meet CCLS goals. Teachers have also created in-house DRA documents to assess students' reading levels. Furthermore, there are translated documents for low incident languages. Live or written translation is provided for the MOSL assessments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Teachers and administrators ensure that curriculum is developed, taking into consideration students cognitive and socio-emotional development. Teachers promote grade level, rigorous instruction and assess student's performance accordingly.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ELLs who enroll before the school year are well informed about the different academic programs offered at the school. In addition, ELLs enrolled before the school year as well as those enrolled during the first year receive ongoing guidance by their homeroom teachers and the school staff in general. The school strives to provide a welcoming environment by celebrating our enormously diverse multicultural student community. Furthermore, newly enrolled ELLs are paired up with a class "buddy", who helps the new student navigate through the school building and follow their class schedule.
18. What language electives are offered to ELLs?
- We do not offer any language electives to our ELLs at this moment. However, we are in the process of hiring the required staff pending budget to offer these electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Our Dual Language program follows the 50/50 instructional model across all grades. ELLs in our Dual Language program receive

extra support via a licensed ESL teacher. All students in our Dual Language program receive self-contained instruction for all content areas. Language acquisition is infused across all content areas as all our teachers target linguistic objectives as part of their lesson plans. Students in our Dual Language program are taught in English and Spanish alternately, day to day, as we continue the model of instruction followed in their elementary schools.

### 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.

The teachers servicing ELLs meet on a weekly basis for Professional Development (“PD”). They meet by department and cluster (DL, ESL, BIL.) teams. All teachers in the push-in model of instruction work collaboratively with their respective subject teachers in monitoring the academic growth of this population. They are mainly trained in co-teaching strategies, looking at student work and creating differentiated tasks. In addition, a consultant from AUSSIE provides weekly PD on infusing rigor for all students.

Lead teachers, coaches, departmental administrators, staff from our Network (CFN) and the Office of English Language Learners (“OELL”) are instrumental in supporting the staff working with ELLs. Teachers have been highly trained in moderating students’ work, implementing the workshop model, Quality Teaching for English Learners (“QTEL”) strategies, and differentiating instruction by content, process, and product. Teachers will use the following books for their study groups and weekly PD sessions: "Text Complexity Raising Rigor in Reading" by Douglas Fisher, "Pathways to the Common Core" by Lucy Calkins, and "Questioning the Author" by Isabel L. Beck among others.

We will also continue providing teachers opportunities for PD outside of I.S. 145. Teachers will be encouraged to attend workshops offered by the OELLs such as: ELL Writing Institute, Middle School Math Institute, Science Institute, and others.

The ESL and content area teachers will be trained in how to utilize the Academic Language and Literacy Diagnostics (“ALLD”) and Oral Interview Questionnaire to identify the SIFE. Also, teachers will be part of an inquiry team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual needs of the focused population. Furthermore, teachers will receive extensive training in the use of computer-based software specifically designed to target the needs of our SIFE and Long-Term ELLs.

## 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?

There is an open-door policy for parents of ELLs at I.S. 145. Also, parents are welcome to take ESL, Computer and GED classes offered at the school site. These classes enable parents to acclimate themselves to the DOE school system by being parents and students themselves. The school sponsors Open House for parents to inform parents about what is expected of them in the critical role they play.

Parents can also attend workshops, conducted once per month by our Parent Coordinator, on topics such as: How to Assist your Children with Schoolwork; How to Talk to Adolescents; How to Determine Gang and Drug-Related Behavior, How to Familiarize Yourself with the Board of Education Regulations (Discipline Code, Choosing the appropriate High School, etc.).

A needs assessment survey is administered to parents to provide different workshops to meet their needs. In addition, parents are highly encouraged to visit classrooms to see how instruction is delivered and become members of our learning community. Oral and written translations are provided in all School Leadership and PTA meetings.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 30Q145 School Name: Joseph Pulitzer Intermediate School

Cluster: 5 Network: CFN 535

**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**

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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.

Based on the data in the Home Language Report, this school is 84% Spanish, 4% Bengali/Urdu, as well as 16 other low-incidental languages. Since we have a multi-cultural staff, the school accommodates the language translations accordingly. The school accesses translated documents from the Department of Education to communicate with parents of different languages, for example, Discipline Codes, Title III and Title I entitlement letters, among others are all provided to students in the parents' native tongue. We leave notifications on parents' voicemail using the school-wide system in both English and Spanish. Students are provided with written or oral translations for all state exams.

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.

Parents highly benefit from receiving monthly parental letters, progress reports and regular communications in English and Spanish. Oral interpretations are provided in all Parent-Teacher, School Leadership Team meetings, School Open Houses, Parent-Teacher Conferences, etc. We post the Parent Rights document in all languages approved by the Department of Education. All school staff members are instructed that information to the parents should always be conveyed in English as well as in parents' native language.

## Part B: Strategies and Activities

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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.

Written translation services are provided in Spanish, as well as in all other languages approved by the Department of Education. As mentioned above, we have a multi-cultural staff. The school accommodates the language written translations accordingly and are provided for all school communications to parents. Monthly parental newsletters go home in at least two languages.

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

Oral interpretation services will be provided by the in-house multi-lingual staff in the parents' native languages during small group meetings, Parent-Teacher conferences, PTA Meetings, School Leadership Team meetings, Open-Houses, and any other activity as needed, including using our phone service to parents' voicemails in both English and Spanish.

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>.

School fulfills Section VII of Chancellor's Regulations A-663 by:

- a) Providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- b) Posting in our Main School Lobby a sign in each of the covered languages or most prominent languages indicating the availability of interpretation services.
- c) Creating a Safety Plan containing procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- d) The Translation and Interpretation Unit will be used to translate to parents of low incidental languages.



## 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: IS 145Q	DBN: 30Q145
Cluster Leader: Debra Maldonado	Network Leader: Ellen Padva
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 checked="" type="checkbox"/> Other: Spring Break
Total # of ELLs to be served: 160 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Throughout the course of the school year, IS145Q provides extensive enrichment and support for our large ELL population. These programs take place after school, on Saturdays and over vacation periods when school is in recess. The language of instruction is aligned to the students' placement per CR Part 154, i.e., Spanish and English. The following materials will be used to enhance the after school programs: (a) Young Adult books aligned to the CCLS for grades 6th, 7th & 8th from Flame Company (b) ESL Reading Smart by ALLOY Media (c) Achieve 3000. The total cost of these materials will be a total of \$5,000.00. We, will also supplement our computer based programs with the purchase of 15 laptops at the rate of \$1,200.00 for a total of \$18,000, and projectors for a total of \$1,969.84.

The following is an overview of each of the programs we offer at IS145 to meet the needs and overcome the challenges presented to us with our large ELL group:

### After School Program

This program provides support for our students on a regular basis after school. In order to more readily bring our ELL population up to speed and more prepared for the state ELA and Math Assessments, this program meets regularly after school throughout the year to provide as much support as possible. Technology will be infused in the delivering of instruction using Achieve 3000. Due to the fact that we have over 2,000 students and our school runs on two sessions (Early and Late) our after school program wont have access to the laptops or the computer lab. Therefore, we propose to purchase 15 laptops to use the Achieve 3000 program with our students to target and develop the skills they are deficient in. These laptops will only be used exclusively by the Title III programs. Instruction is offered three days a week from 2:45-4:15 PM from November through May for a total of 60 days for an hour and a half with four teachers at the rate of \$50.19 for a total of \$18,068.40. Students will be serviced by a licensed/certified ESL or Bilingual teacher.

### Saturday Instructional Academy

In order to help our ELL's meet the needs of the 21st Century, in a world that is ever more focused on technology, we offer our students the Saturday Academy. During this time emphasis is placed on students developing their English and math skills via a variety of literacy-based and math tailored programs. These programs include Achieve 3000, Reading Smart for ELLS, and Destination Math. The Saturday Instructional Academy will meet from 8:30am – 1:30pm for a total of 13 Saturdays for four hours of instructional time at a rate of \$50.19 for a total of \$10,439.52. One of the periods of instructions will be dedicated to technology and the use of the 12 Laptops, in addition to breakfast and

## Part B: Direct Instruction Supplemental Program Information

lunch for the students. These students will be serviced by a licensed/certified ESL or Bilingual teacher.

### Mid-Winter/Spring Break Academy

A lot of research has been conducted on the improvement of student learning in regard to the development of writing. Doug Reeves' 90-90-90 study concluded that the best way to improve this area was via a "laser-like focus" and an emphasis upon non-fiction writing. For the spring break this Academy will focus its attention on non-fiction reading and writing. In this way students will be offered an opportunity to develop their CALP (Cognitive Academic Language Proficiency) to better meet their needs in the classroom, both in the middle school and high school, and ultimately, with this foundation, the college level. The Mid-Winter/Spring Academy will also meet from 8:30am – 1:30 pm for six days for four hours of instructional time at a rate of \$50.19 for a total of \$4,818.24. Again technology will be infused in the delivery of the instruction for one period.

For each program students are invited to participate based upon the following criteria:

- Student Test Score: State Exams and Ed Performance Assessment (Scantron)
- Teacher Recommendation
- Parental Choice and Consent

## Part C: Professional Development

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

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

Begin description here:

The teachers servicing ELLs meet on a weekly basis to receive professional development. They meet by department and cluster (DL, ESL, BL) teams. Lead teachers, coaches, departmental supervisors, LSO staff and the office of English Language Learners are instrumental in providing the on-going pedagogical support required. Teachers have been highly trained in assessing students' performance to drive instruction, refining components of the workshop model, QTEL strategies, and differentiation of content, process and product. Teachers also use different standardized exams, TAN, SAN, Core Tests and Interdisciplinary Portfolios to drive instruction based on the students' needs. NLA Spanish teachers, teaching TBE and DL students also use the workshop model and mirror the ELA format. Some of the professional books to provide training for teachers are: Differentiated Assessment Strategies, How to Give Effective Feedback to you Students, Understanding by design, Checking for Understanding, Pathways to Common Core among others.

## Part C: Professional Development

We will encourage teacher's participation in attending the OELL Professional Development Program. In addition, teachers working with ELLs will be trained in how to utilize the Academic Language and Literacy Diagnostic (ALLD) and Oral Interview Questionnaire to identify students with Interrupted Formal Education. Teachers will also be part of an Inquiry Team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual need of the focused population.

Different Consultants have been providing PD to teachers in the use of different educational software and programs (Achieve 3000, ESL Reading Smart, Aussie Consultant). These literacy based programs may be used during the day, after school and from the students' homes, where parents can also benefit from them. The use of these programs to enhance instruction has required teachers to be highly trained in use of technology.

The participating teachers are: Christine Fuentes (Math), Jeniffer Chu (Math/ESL), Angela Almonte (Math), Samantha Chung (ELA), Jorge Smith (ESL/Literacy), Angeliki Vournas (ESL)

### Professional Development Timeline

"Differentiated Reading Instruction for English Language Learners Using Striplings Model of Inquiry" (Ongoing). PD will be provided by Sandra Dixon from Aussie, Ivan Rodriguez AP, Coach - Kelly McNulty

9/2012	Aligning the CCLS Units to meet the needs of ELLs by Modalities
Ongoing	Curriculum mapping, curriculum modifications for beginner ELLs, Review workshop model
Ongoing	Progression of Writing
10/2012	CCLS: Interdisciplinary Perspective
Ongoing	Looking at student work alined to the Ed Performance (Scantron)
11/2012	Analysis of based line data generated by Ed Performane. Creating authentic Listening task to assess and develop listening skills in all content areas
1/13	Professional Learning Community (PLC) Share out (Mid-year Review)
2/13	Moderation of Core Writing Exams/Looking at Student Work
3/13	How to better prepare ELLs to meet state examinations
4/13	Sharing the Compilation of Best Practices to meet the needs of ELLs in Sp Ed settings

## Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents benefit from the Achieve 3000 Program by receiving training in monitoring their child’s performance, while using the computer-based software. Monthly Parent letters are provided in both Spanish/English. Further explanations of events and upcoming testing are conducted in monthly PTA meetings. Translations are provided in all meetings with parents. The school has the advantage of having a multicultural staff.

I.S. 145 Q partnerships with the Goodwill Industries Beacon Program at P.S. 149Q. Both our student and parent populations are encouraged to take advantage of the different services (workshops, sports activities) they provide to the community. We also partnership with Adult Learning DC 75 where they provide in-house ESL, Computers and GED classes to our parents.

Parents can also attend workshops, conducted once per month by the Guidance Department, on topics such as: How to Assist your Children with Schoolwork; How to Talk to Adolescents; How to Determine Gang and Drug-Related Behavior, How to Familiarize Yourself with the Board of Education Regulations (Discipline Code, Choosing the appropriate High School, etc.).

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		