



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: IS227 – THE LOUIS ARMSTRONG MIDDLE SCHOOL

DBN (i.e. 01M001): 30Q227

Principal: MR. WILLIAM FAHEY

Principal Email: WFAHEY@SCHOOLS.NYC.GOV

Superintendent: DR. PHILIP A. COMPOSTO

Network Leader: LYNETTE GUASTEFERRO

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
William Fahey	*Principal or Designee	
Ann McIndoo	*UFT Chapter Leader or Designee	
Connie Giambrone/Toni Diaz	*PA/PTA President or Designated Co-President	
Jennifer Toro	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	
Elsa Avalos	Member/ Parent	
Chevion Weeks Lopez	Member/ Parent	
Theresa Agostino	Member/ Parent	
Angela Bitterhoff	Member/ Parent	
Christine Infortunio	Member/ Parent	
Melina Elenis	Member/ UFT	
Inna Picioane	Member/ UFT	
Anne Paskewitz	Member/ UFT	
Irene Filakouris	Member/ CSA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, we will increase the number of students meeting or exceeding ELA proficiency by 3% as demonstrated on periodic assessments, predictive assessments, NYS ELA examinations and/or student portfolios.

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.

Review of the 2013 NYS ELA item analysis and the baseline assessments given in September indicate that our school community needs to work on strengthening reading and writing. Specifically we notice that students are able to summarize, state claims and cite evidence from text, but many students are having difficulty being analyzing the information and generalizing to new situations.

Additionally, we need to assist students in developing the develop academic and personal behaviors for their success. Students need to read longer passages, therefore, this requires them to read/re-read portions of texts for closer reads. This requires students to build stamina and perseverance.

2012-2013 NYS Common Core ELA Examination FOR CURRENT STUDENTS BY GRADE

Grade Level	Level 1	Level 2	Level 3	Level 4	# Tested
Grade 5	26	80	46	25	177
Grade 6	93	180	134	55	462
Grade 7	70	270	116	69	525
Grade 8	80	210	164	47	501
Total	269	740	460	196	1665

Students with Disabilities	Level 1	Level 2	Level 3	Level 4	# tested
Gr. 5	9	5	0	0	14
Gr. 6	32	11	4	1	48
Gr. 7	30	28	0	0	58
Gr. 8	32	23	3	1	59
English Language Learners	Level 1	Level 2	Level 3	Level 4	# tested
Gr. 5	2	0	0	0	2
Gr. 6	24	10	3	0	37
Gr. 7	13	8	0	0	21
Gr. 8	12	4	0	0	16

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- Implement ***Expeditionary Learning*** in all grades across the school.
- 2- Reinforce literacy skills and strategies in all content area classrooms--- incorporate ELL strategies (i.e. visuals for writing prompts, use of cognates, etc.). Introduce and explain academic vocabulary (in classroom and assessments use format and wording similar to NYS ELA and NYSLAT examinations)
- 3- Strategically use Achieve 3000 and E-Science to support ELL students.

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

- ELA teachers, all content area teachers, and teachers of students with disabilities and English Language Learners play a vital role in developing and

reinforcing literacy skills in all subject areas. They work in teams to design classroom assessments to plan instruction of skills and strategies in reading

and writing across the curriculum.

2- Achievement Coach will provide on-going support to all teachers. Will assist teacher leaders in developing Professional Development and turn-key training to grade teams. She will develop teacher leaders to offer Literacy Support and trainings for Core subject areas. .

3- Teacherleaders will attend CCLS and Expeditionary Learning workshops for four sessions. They will turn-key to their grade level colleagues.

4- Teaching Matters Network provides staff development and materials to support teachers in looking ahead in the **Expeditionary Learning** program and modifying materials to support Special Education Students and English Language Learners.

5- Expeditionary Learning will provide on-site PD three times during the school year to support teachers in the implementation of the Expeditionary Curriculum.

6- Achieve 3000 training will be provided to additional staff from the vendor during the first half of the school year.

1.

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

Teacher leaders attended the training that was turn-keyed to staff about two programs—Scholastic and Expeditionary. The leaders discussed and reached a consensus on the program they preferred based on the alignment to the requirements and rigor of the Common Core Learning Standards and the upcoming PARCC assessments. They then met with their grade team colleagues and turn-keyed the information. The faculty then reached consensus to use the Expeditionary Learning Program.

The Expeditionary Learning Program is broken into four modules. Each module contains three units, with Units 1 & 2 providing a mid and end of unit assessment and Unit 3 providing a mid unit and end of module performance task (culminates Units 1,2 &3). Teachers monitor student progress toward meeting standards and use this information (data) to modify curriculum and instruction as they move forward into the next units/modules.

1.

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

1. During the 2013-2014 School Year, with monitoring of progress after each of the four modules (mid-October, end-January, mid-March, June).

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

- AIS TL Funding and Title III Funds will cover the cost for Per-Session teacher salaries, General Supplies, Workbooks and Trade Books
- NYSTL Software Funding will be used to purchase Achieve 3000 Software access which will be used to support English Language Learners in all classrooms. NYSTL Software funds will be also used to purchase iReady software that will be used for all Special Education Students.
- TL FSF and STEM Grant funds allocated to provide Professional Development opportunities.
- OTPS – FSF TL funds to purchase professional development workshops on Expeditionary Learning Workshops three times during the year.

1. Title III funds will be used to provide three workshops on strategies/supports teachers can use to support ELLs offered by Rosa Delgado.

Strategies to Increase Parental Involvement

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

Parent meetings and workshops are provided during the year: Family Curriculum Night, Monthly workshops facilitated by the parent coordinator and teachers. Common

Core Learning Standards parent workshops facilitated by the teacher leaders, and the school's achievement coach. Special workshops for parents of students with disabilities and English Language Learners. Monthly PTA meetings include workshops and instructionally focused presentations.

Budget and Resource Alignment

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

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

Core Curriculum

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, we will increase the number of students meeting or exceeding Math proficiency by 3% as demonstrated on periodic assessments, predictive assessments, NYS Mathematics examinations and/or student portfolios.

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.

Using the NYS item analysis, results from benchmark assessments, there appears to be a general deficiency in number sense and operations across all grades, except grade 8. The teacher team in grade 8 identified that making connections for real word application in all mathematical strands needs to be strengthened.. After analyzing detailed information from these assessments and drilling down into specific questions, grade teas identified the following as specific areas of concern that need to be further developed.

Grade 5 – Understanding of number sense and operations for identification of patterns, trends and relationships.

Grade 6 – Number sense and understanding representation of numbers and relationships among and between numbers and number systems.

Grade 7 – In geometry, multi-step word problems that involve formulas and equations.

Grade 8 – Reading through longer word problems and making connections for real world (authentic) application.

**2012-2013 NYS Common Core ELA Examination
FOR CURRENT STUDENTS BY GRADE**

Grade 5	22	64	52	38	176
Grade 6	107	147	137	70	461
Grade 7	72	193	148	109	522
Grade 8	84	192	150	73	499

Total:	285	596	487	290	1658

Students with Disabilities	Level 1	Level 2	Level 3	Level 4	# tested
Gr. 5	6	6	1	0	13
Gr. 6	29	11	8	0	48
Gr. 7	29	23	4	0	56
Gr. 8	36	18	3	0	57
English Language Learners	Level 1	Level 2	Level 3	Level 4	# tested
Gr. 5	2	0	0	0	2
Gr. 6	24	9	2	1	36
Gr. 7	14	5	1	0	20
Gr. 8	25	8	2	0	35

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

- Teachers have selected supplemental materials to address the content and skill deficiencies identified through the needs analysis. In grade 5, the ,Envision Mathematics Program is being used. With supplemental materials and performance assessments from NYS Curriculum on engageNY.
- In grade 6-7-8 teachers are using the Connected Mathematics Program 3 with supplementary materials and performance tasks from the NYS Curriculum on engageNY and the Project-Paced website. To build fluency, Math Steps is being used in Grade 5. The Quick Review handbook is used in grades 6-7-8 along with practice sections from the CMP3 program.

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

The Achievement Coach, Assistant Principal and Teacher Leaders will attend professional development workshops four times throughout the year offered by the vendor.

- Staff Development is provided through teacher leaders and mentor teachers with the support of the Assistant Principal and Achievement Coach,
- Faculty members have available ARIS My Community, the Common Core Library and The Teacher Resource Page on the DOE website and the CMP Dashboard available to use for reference.

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

Teacher leaders attended the training that was turn-keyed to staff about Connected Mathematics Program 3. The leaders discussed and reached a consensus on the program they preferred based on the alignment to the requirements and rigor of the Common Core Learning Standards and Practices. The teacher leaders met with their grade team colleagues and turn-keyed the information. The faculty then reached consensus to use the Connected Mathematics Program 3. Teachers analyze student work from item analysis of baseline and periodic assessments. They compare this data along with results from NYS Mathematics item analysis and classroom data (quizzes, tests and projects). Following, teachers modify curriculum, instruction, assessments and rubrics based on the information received from the analysis of these results

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

The timeline for this is the 2012-2013 School Year, with monitoring of progress during each marking period utilizing results from the Baseline and three Periodic Assessments given in September, December, March, June. The assessment given in June will be used to measure and compare to the baseline
1. given in September/October.

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

- TL Core Curriculum and Title III Funds will cover the cost for Per-Session teacher salaries, General Supplies, Workbooks and Trade Books
 - NYSTL Software Funding will be used to purchase Achieve 3000 Software for Mathematics language support for our English Language Learners.
 - TL FSF and STEM Grant funds allocated to provide Professional Development opportunities.
- OTPS – FSF TL funds to purchase professional development books as a reference for modifying curriculum, instruction and assessments.

Strategies to Increase Parental Involvement

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

Parent meetings and workshops are provided during the year: Family Curriculum Night, Monthly workshops facilitated by the parent coordinator and teachers. Common Core Learning Standards parent workshops facilitated by the teacher leaders, and the school's achievement coach. Special workshops for parents of students with disabilities and English Language Learners. Monthly PTA meetings include workshops and instructionally focused presentations.

Budget and Resource Alignment

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

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

Core Curriculum

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, a committee of teachers and parents will identify and establish new structures (means, mode and type) that will result in

an increase of 3% in the number of positive responses on the questions contained in the communication section of the Learning Environment

Survey (LES) when comparing the 2011-2012 and 2012-2013 LES with the 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.

The administrative team, school leadership team and faculty examined the results from the Learning Environment Survey.

- Safety & Respect for was rated 7.5 by students
- Engagement was rated as 7.7 by both parents and students
- Communication was rated 7.9, 8.4 and 8.2 by students teachers and parents.

Teams then examined questions and brainstormed possible cause(s). Team members then offered possible interventions/strategies

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

To address Safety and Respect will implement Project Wisdom, which is a research based program with a proven track record of success. This program is centered around students building character as they consider choices and consequences. Each day there are morning announcements and lessons centered around the virtues and habits for academic and personal success.

In addition, several assemblies will be held throughout the year that will be conducted by J-Line Dance Crew, NYPD-Queens North Community Division and other Music/Dance and Motivational speakers that will discuss, role-play, themes that align with our Project Wisdom program.

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

1. SAPIS Worker, PTA, NYPD - Community Division, Partnerships with Queens College
2. Training Staff and Guidance Supports

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

1. Issues discussed at PTA meetings, Interim surveys throughout the year on Survey Monkey, Reduction in repeat offenses for student suspensions.

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

1. January and June Surveys plus Monthly PTA meetings. Monthly Suspensions monitored

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

- State funds used for salary of SAPIS worker
- T/L FSF used to support programs/ assemblies that serve to launch topics that will engage and motivate students.
- Title III Translation funds to cover per-session expenses for translators at PTA meetings and parent events that support this program.

Strategies to Increase Parental Involvement

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

Parent meetings and workshops are provided during the year: Family Curriculum Night, Special workshops for parents of students with disabilities and English Language Learners. Monthly PTA meetings include workshops and instructionally focused presentations.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants
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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 June 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's Framework for Teaching. School leaders will engage in dialog with teachers to develop specific and targeted next steps using the rubric from Danielson's Framework that will guide them to increased performance that leads to increased student achievement.

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.

In meeting the citywide instructional expectations of strengthening teacher practice, administrative team will observe teachers using a research based rubric and provide teachers with low inference actionable feedback. This effort is to improve student outcomes in response to student performance results on the most recent NYS Common Core assessments.

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

Professional Development for Supervisory Staff:

- Network-level professional development on Charlotte Danielson's Framework on Teaching for Principal and Assistant Principals to provide an overview of the 4 domains, research-based rubric and how to apply them to teacher practice; Network sponsored PD will provide support for Principal and Assistant Principals on the utilization and implementation of the 4 domains as written by Charlotte Danielson. Network-level PD on providing high quality feedback to teachers in order to improve teacher practice and student learning.

Professional Development for Teachers:

- PD on Charlotte Danielson's Framework on Teaching for staff/teachers to provide an overview of the domains, research-based rubric, build common language and how to apply them to teacher practice and calibration. Network-level PD on providing high quality feedback to teachers in order to improve teacher practice and student learning.

Implementation:

- Administrative Team will document informal observations (mini-observations), and formal observations with strategic performance based outcomes and next steps. The recommendations will be followed up and documented during subsequent visits which will impact teacher performance and student achievement.

1.

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

1. Chancellor/Weiner VideoCluster Training, Network Support Staff, VIMEO Videos

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

1. Progress on teachers subsequent evaluations and ultimately increases in student achievement.

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

1. On-going---minimum one formal and three informal OR six informal observations per year on each teacher-

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

NCLB and Title III Funds will cover the cost for Per-Session teacher salaries, General Supplies, Workbooks and Trade Books

- NYSTL Software Funding will be used to purchase Achieve 3000 Software access which will be used to support English Language Learners in all classrooms. NYSTL Software funds will be also used to purchase Writing Matters software that will be used for all Special Education Students.

- TL FSF and STEM Grant funds allocated to provide Professional Development opportunities.

- OTPS – FSF TL funds to purchase professional development books as a reference for modifying curriculum, instruction and assessments.

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).

N/A

Budget and Resource Alignment

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

X	Tax Levy		Title IA	X	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.

Core Curriculum Funding

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>Achieve 3000 is a computer based program that is utilized in our ELL and all classrooms where ELL students take courses.</p> <p>Partnership with Queens College (student teachers) provides targeted onsite intervention services. In addition, related service providers and/or mobility or healthmobility paraprofessionals will assist students in classrooms as they are working with their assigned students.</p>	Small group, One-to-one	Saturday Academy, during school, after school.
Mathematics	Partnership with Queens College (student teachers) provides targeted onsite intervention services in small groups. In addition, related service providers and/or mobility or healthmobility paraprofessionals will assist students in classrooms as they are working with their assigned students.	Small group, One-to –one	Saturday Academy, during school, after school
Science	Partnership with Queens College (student teachers) provides targeted onsite intervention services. In addition, related service providers and/or mobility or healthmobility paraprofessionals will assist students in classrooms as they are working with their assigned students.	Small group	Before school, during school and after school as needed
Social Studies	Partnership with Queens College (student teachers) provides targeted onsite intervention services. In addition, related service providers and/or mobility or healthmobility paraprofessionals will assist students in classrooms as they are working with their assigned	Small group	Before school, during school and after school as needed

	students.		
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Counseling services provided to students and their families. Students considered at-risk with alcohol and/or drug related concerns-whether student, friends or family, meet with the school's Substance Abuse Prevention and Intervention Specialist, as needed.	Small group, One-to-one	Before and aFter school and during school.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> - Partnerships with Queens College, Columbia University, St. John's University, NYU, and York College - Connect with Teaching Fellows Program - The Personnel/Payroll Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> - Achievement Coach that works and supports teachers within the building\ - Network Support from Teaching Matters Network - Expeditionary Learning PD meetings attended by teacher leaders and turn-keyed to grade team colleagues - NYC CCLS Curriculum meetings attended by teacher leaders and turn-keyed to grade team colleagues.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are used primarily to purchase materials and supplies for students and AIS to met the needs of those students—academic, behavioral, emotional supports

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.).
N/A

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.
Teacher leaders and administrators attended MOSL training given by NYC Central Office Staff. These teachers met and reached a consensus on recommendations they would make to colleagues. Recommendations were presented and feedback obtained. Clarification was sought and then meetings were held with the principal and administrative team. Teachers then reached a consensus and MOSL Team presented final recommendations to principal for approval.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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.

IV. School Responsibilities

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

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

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- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

V. 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;
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- 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;

VI. 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 30	Borough Queens	School Number 227
School Name The Louis Armstrong Middle School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal William Fahey	Assistant Principal Rose Del Valle
Coach Marie Turini	Coach type here
ESL Teacher Jessica Kiesel	Guidance Counselor Mindy Greenspan
Teacher/Subject Area Ms. Karen Ponzo	Parent Rosa Vasquez
Teacher/Subject Area Monica Jimenez	Parent Coordinator Debbie Cataldo
Related Service Provider Ms. Ragucci	Other Ms. Dianne Hayden, A.P.
Network Leader(Only if working with the LAP team) Lynette Guastafero	Other Anne Marie Doyne, ELAND Review

C. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1687	Total number of ELLs	81	ELLs as share of total student population (%)	4.80%
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Part II: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs)</p> <p>Check all that apply</p>	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 checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

This school
 offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	81					2	39	22	18					162
SELECT ONE														0
Total	81	0	0	0	0	2	39	22	18	0	0	0	0	162

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	43	Long-Term (completed 6+ years)	28

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10	0	3	43	0	13	28	0	6	81
Total	10	0	3	43	0	13	28	0	6	81

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
SELECT ONE														0
SELECT ONE														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1	32	20	11					64
Chinese							1		1					2
Russian						1								1
Bengali							1	2	1					4
Urdu									2					2
Arabic							1							1
Haitian							1							1
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		3					5
TOTAL	0	0	0	0	0	2	39	22	18	0	0	0	0	81

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)						2	4	0	2					8
Intermediate(I)						0	8	4	0					12
Advanced (A)						0	27	18	14					59
Total	0	0	0	0	0	2	39	22	16	0	0	0	0	79

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B						0	1	0	0				
	I						0	1	0	3				
	A						0	21	14	12				
	P						2	16	8	1				
READING / WRITING	B						0	4	0	1				
	I						0	8	4	1				
	A						2	23	14	10				
	P						0	4	4	4				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	2				2
6	23	10	3		36
7	11	7			18
8	11	4			15
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	2								2
6	24		9		2		1		36
7	13		4	1	1				19
8	11		4						15
NYSAA Bilingual (SWD)									0

NYS Science

Level 1	Level 2	Level 3	Level 4	Total
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	English	NL	English	NL	English	NL	English	NL	
4									0
8			4		7		1		12
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Targeted intervention programs for our ELLs in academic areas is based on data from both formative and summative exams. Students are grouped based on their reading and math functioning levels for academic intervention services. This school year students will participate in an ongoing afterschool tutoring program twice a week. Two weekend academies will be offered to ELL students and their parents.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing NYSESLAT results (reading and writing modalities and ELA state exam as baselines, Advance students continue to exhibit deficiencies in analyzing non-fiction and informational texts. Based on the analysis from informal class assessments students are having difficulty identifying theme, mood and tone and overall deep analysis of synthesizing information. Intermediate and Beginning students are having difficulty integrating academic vocabulary in their speaking as well as having a clear understanding of the meaning. They are familiar and can use Tier 1 words but lack understanding and usage of Tier 2 and Tier 3 words. In reading and writing 6% are beginners, 16% are intermediate, 60% are advanced and 15% are proficient in both reading and writing. In listening and speaking 1% are beginners, 5% are intermediate and 58% are advanced and 33% are proficient.
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](#))
Patterns identified across modalities indicate that most students are struggling with reading and writing. Results from formative and summative data indicates that ELLs are making progress but not as substantial as their peers in cohort schools. Therefore it was decided that the ESL teacher maintain ongoing communication with subject area teachers on a weekly basis to share student progress outcomes and progress. Information from Annual Measurable Objectives is used to set individual student goals to increase English proficiency.
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?

4A. In ELA, 100 % of 5TH are level 1, 63% of 6th graders are in level 1, 28% are at level 2 and 8% are at level 3. , 61% of 7th

graders are level 1, 39% are level 2. 73% are level 1 and 27% are level 2. 66% of all ELL students are functioning on a level 1 in

ELA. Teachers continue to monitor progress in reading by assigning texts and novels on students lexile reading levels in additon to

reading their appropriate grade level texts.

4b. Results form the ELL periodic assesement are used to determine how funding will be allocated for Afterschool learning academies

and how students will be placed and served in the program. In additon teachers will be informed of results and skills analysis will

be used to place students in groups and individulize instruction

4c. Results from previous exams indicate that ELLs classifiied as Beginners need basic social and school vocabulary phrases and

sentences structures to develop independence. Intermediate students need multiple oppotunities for peer to peer interactions to

increase speaking, Listening, reading comprehension and writing skills. Interactions are being supported with preview/ language of

language forms, use of graphic organizers and other types of modeling. Advance level students require activiites that teaches

students processes for metacogniton, i.e pre-reading and pre-wrting skills, word analysis and methods to monitor reading

comprehension. Teach and model ways for students to describe their thinking processes both verbally and in writing. Students are

given the oppotunity to use bilingual glossaries and dictionaries to support learning in their native language.

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](#).)

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further intervention. As a result teachers and students set learning goals and targets in the "I can form" before and after each lesson and after each unit to determine areas of need and to monitor progress in meeting learning targets.

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

Because students are learning are learning their second language use of knowledge they bring from their first language and culture are seen as important tools to utilize. We consider what prior knowledge they bring in from their background and culture that can be incorporated in the content. We are more cognizant of the tone of our voice using clear diction, the speed of speaking as well as type of language used. We realize that

everything we say or do becomes a model for our ELL students. We attempt to target language more effectively by modeling and streamlining the academic language we use in class as well as scaffold materials.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look closely at daily and weekly formative assessments as well as summative mid unit and mid year assessments. Learning targets are broken down as a means to scaffold instruction and identify specific areas for improvement.

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](#).)

ELL IDENTIFICATION PROCESS

1. The steps followed for the initial identification of possible ELL students are:

Students are identified according to the New York State Education guidelines for ELLs. Parents of New York City new public school enrollees are required to complete a Home Language Identification Survey (HLIS). The purpose of this survey is to help the school system identify students who might have limited English language proficiency. Once students are identified they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The results of this test determine whether students are entitled to Bilingual/ESL programs and services.

1a. The Louis Armstrong Middle School is an application school. Because students must fill out an application to attend our school, ELLs are first identified in their elementary schools. Once students are identified on the HLIS, they are given the LAB-R exam and are served based on their test scores. In the event that a newcomer is registered, parents are interviewed by a certified ESL teacher, responses are recorded on the Home Language Identification Survey. HLIS is reviewed by the ESL teacher and Assistant Principal. Results of the review determine if the LAB-R is administered. The ESL teacher schedules and administers the LAB-R exam if needed. If the student is English proficient, he or she does not receive services. If the results indicate the student is a beginning, intermediate or advanced the student is placed in

the program as selected by the parents on the Parent Selection Program form.

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.

ELL IDENTIFICATION PROCESS

2. Our school has developed specific procedures to ensure that all parents know and understand all three program choices: Transitional Bilingual, Dual Language, Freestanding ESL. The first step is to conduct a parent orientation within 10 days of the start of the school year. This first orientation is held in the elementary school since that is the school that our students are given the LAB-R exam. We then schedule two Parent Orientation workshops for our incoming parents to make certain that parents want their children to continue in the same program. One orientation takes place in the Fall and the second in the Spring. At each of these meetings language program selection information and student scores are distributed to parents. We also want to make sure that we are offering programs that are in compliance with parental requests. As per the Aspira Consent Decree, the school must provide Bilingual classes if there are 15 or more students of the same language in two contiguous grades. (However, after reviewing our Parent Selection forms, 100% of our parents chose to keep their children in the ESL program.) These meetings are held in small groups with the collaboration of the Assistant Principal of ESL, the Parent Coordinator, the President of the PTA, English as a Second Language Teacher and related personnel.

2a. Advance level ELLs are scheduled for (four) 45 minutes ESL sessions each week. In addition they are scheduled for (four) 45 minute ELA sessions each week. Beginning and Intermediate ELLs receive (eight) 45 minute sessions of ESL each week in accordance CR Part 154.

Of the 84 ELLs eligible for services 24 are served according to their IEP's.

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](#)].)

3. The following procedures in place to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned during "Meet the teacher night" or during the Parent Orientation meeting offered in September, pamphlets and information were distributed to parents providing information on all Bilingual programs available in NYC schools. Information was provided in the parents' native language. The program selection video from the ELL Parent Information Case was also available for parents to view in their native language.

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.

4. The school has established specific criteria and procedures to ensure proper placement and identification of all ELL students. Placement letters are maintained in the ESL program binder and kept in the ESL classroom. These binders are updated each school year. Continued entitlement letters are sent home in the parents' native language. There are two parent workshops scheduled for the spring term. One workshop

explains, “What is the NYSESLAT and how can I help my child?” and the other addresses the concern, “How do I help prepare my child for state exams?” During these workshops parents will be given information on test updates and schedules. Parents will also be given the opportunity to actively participate in workshops on test taking tips and strategies to help their children improve their skills.

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.
5. After reviewing the parent surveys, 100% of the parents in attendance chose to keep their child in the English as a Second Language program. Parents were also given information about the Transfer Option available to them and referred to the Schools’ web site for additional information. To date, none of the parents have taken advantage of the transfer option.
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. 
Our program is aligned with parental requests based on student's academic and linguistic development.

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])?

1. Instruction is delivered in a number of ways to our students depending upon their specific mandates, skills, and learning styles.

I.S. 227 provides ESL instruction in Freestanding English as a Second Language (ESL) program as a pull out, multi-level, multi-grade model in English with native language support and an emphasis on language acquisition. In the pull out model, ELLs who spend the majority of their day in all English content instruction classes are brought together from their classes for English acquisition focused instruction. Currently we have 81 ELL students eligible for the program. Fifty Nine (59) of the ELLs are served by a certified ESL teacher. The remaining twenty two ISS/ELLs are receiving services in accordance with their individualized Education Plan (IEP). These students were referred to the ELAND review committee to ensure that their lack of progress is a result of their disability and not a language deficiency.

Learning is supported by several strategies that individualizes and scaffolds instruction tailored to the students' academic and linguistics needs based on analysis of the NYSESLAT modality scores. Resources include Bilingual dictionaries and glossaries. Computer based language acquisition programs which are incorporated in weekly class activities, ELLs receive instruction from a New York State certified ESL teacher. All ELLs receive English Language Arts Instruction from a certified General Education Teacher, using ESL strategies and tech. It is The mission of the school is to promote academic success for our students along with their social and physical development and language acquisition. This will make them lifelong learners in both English and their native language.

Program Goals:

Incorporate high Standards and expectations in all classrooms serving ELLs and ensure that instruction is aligned with New York State standards in all content areas.

Incorporate ESL scaffolding instructional strategies in content areas. These strategies utilize modeling, bridging, contextualization and schema building.

Assist students in achieving the state designated level of English proficiency within our goal of a two year time frame

Examine student data found in ARIS and NYSESLAT test results to align instruction and move ELLs in meeting or exceeding New York State and City standards in all content areas.

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)?

2. CLASSROOM ENVIRONMENT:

The Classroom environment has been designed to reflect the Workshop Model with an emphasis on the

components of the Expeditionary Learning curriculum.. Teachers focus on front loading terms that are unfamiliar to ELL students to help them acquire new language proficiency. Teachers teach essential language forms and uses per student and follow contextualized introduction and explicit modeling of language use with repeated practice. Student work and teacher made materials that are aligner to the CCLS prominently displayed in classrooms. Word walls and conceptual maps are used to reinforce new vocabulary. Ample print resources are readily available in the classroom. These resources include ESL texts, ELA and Social Studies texts, leveled reading and writing books and materials, student bilingual dictionaries and glossaries, and a multicultural library. In addition using computers and other technology when applicable is incorporated into lessons. A daily plan reflects the learning target with ESL supports and is posted in the classroom as a focal point for students to reference during the lesson. ESL students work together utilizing the philosophy of small group instruction, peer tutoring and active student engagement.

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.

3. Our program model consists of 100% Pull out. The language of instruction is English however students' first language is actively supported and used when necessary to further understanding. Differentiating Instruction for ELL subgroups is implemented for students in a number of ways. The ESL teachers use relevant assessments to group students according to specific need. Data from ARIS reports and the NYSESLAT is used to guide classroom groupings and address students academic needs. Relevant instructional information from ESL students ELA classes is provided to the ESL teacher so that student's get instruction tailored to meet their specific skills and challenges. Content is focused on explicitly and language acquisition is fostered through the use of graphic organizers, sentence starters, word banks, leveled texts, reference charts posted throughout the room and inter-students dialog and collaboration. Guidance counselors maintain communication with parents whose children have some form of interrupted formal education and inform teachers of new developments. Teachers review this information to create alternative assessments including oral tests, portfolios, writer's notebooks, journals, reading logs and conference notes. These assessments are maintained by the teacher throughout the academic year in order to keep track of student's academic progress as they move in and out of school.

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

4. The Home Language Survey (HLIS) is used to identify ELL students. Once identified, parents are contacted, the LAB-R is administered and eligibility is determined. Students are then placed in the appropriate classes. Parents are notified in their native language of the programs available for their children. Students who remain in our school are place in the ESL program and serviced according to their scores on the LAB-R.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs identified as having special needs follow a specific program to target their needs.

The ESL teacher participates in the Educational Planning Committee meetings to discuss and evaluate the student's academic progress and social/emotional objectives. Decisions are made based on these

evaluations to continue or discontinue ESL services.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Instructional strategies and materials are utilized by classroom teachers to address the needs of all students in class.

Curriculum includes: Expeditionary Learning Language Arts Program, Connected Mathematics Program 3, Materials include English Yes—beginning to advance levels, multi-level libraries, bilingual dictionaries, Scholastic Trio Theme based learning in Social Studies, Science and Language Arts – grades 5 & 6, English to Use, All Write Program, Longman Bilingual dictionaries, Strengthening: Reading, Listening, Note taking and Writing – levels 6, 7, 8, English Benchmark Assessments, grades 5–8 and various computer software programs to improve reading, vocabulary, language and math skills.

6a. Currently we don't any SIFE students identified in the program. However in the event that we would need to service a SIFE student we would make use support personel such as counselors and teacher teams to work and consult with families to find out as much informtion as possible in order to determine tools that would be most helpful in student learning.

6b. Needs are assessed and individual supports are provided based language modality performance.

6c. Our plan for ELLs with less than three years in an English Language School system includes providing services in the ESL program and Academic Intervention Services. Native language support is given through the use of Bilingual materials, glossaries and assistance from bilingual personnel. Intervention services are provided according to their reading and math levels. Students that are in the program for 4–6 years are also given academic intervention services based on their individual needs.

6d. Students who remain in our school for more than six years are assessed and placed in appropriate programs.

Students are identified on the A-11 Memorandum of Extension of Services. Student academic progress is evaluated through Team Meetings with the ESL teacher, classroom teacher, and support personnel. When appropriate, students are referred to the Pupil Personnel Committee or the Committee on Special Education for a more comprehensive assessment. Instructional Support Students (I.S.S.) who have remained in ESL are designated as Type 3 and are evaluated via the ELAND process to have ESL removed from the IEP's since their academic deficits may not be a result of language but of other special needs. Students who remain in the program will be given additional instructional support using School's Attuned Assessment and will participate in the Academic Instructional Support Program services by our AIS Team.

6e. Students are given transitional services for up two years after testing out of the NYSESLAT exam. Test mods and special location are offered to students for both standardized and class assesements. They are encouraged to attend all after school programs.

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?

7. Because of the diverse population the school relies on several approaches to service the academic needs of ELLs and SWDs.

All ESL services rendered are based on the scores of the Spring 2013 NYSESLAT and the Fall LAB-R exam. Beginning and Intermediate level ELLs in General and Instructional Support Services classes receive eight periods of ESL instruction per week which equals 360 instructional hours. Advance level ELLs in General Education and Instructional Support Services receive 180 minutes of ESL and 180 minutes of ELA instruction per week according to the New York State CR Part 154. Each instructional period is 45 minutes. Students are grouped homogeneously based on the proficiency level in all ESL classes. SWD ELLs are grouped homogeneously and are placed according to their academic needs along with their non-abled peers.

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?

8. Targeted intervention programs for our ELLs in ELA, Math and other content areas. AIS is offered in both ELA and Math. Students are placed in the program based on their performance and lexile levels in both subjects. Classes are taught in English only. Interventions for science and social studies are addressed through literacy in an AIS program.

Courses Taught in Languages Other than English ⓘ

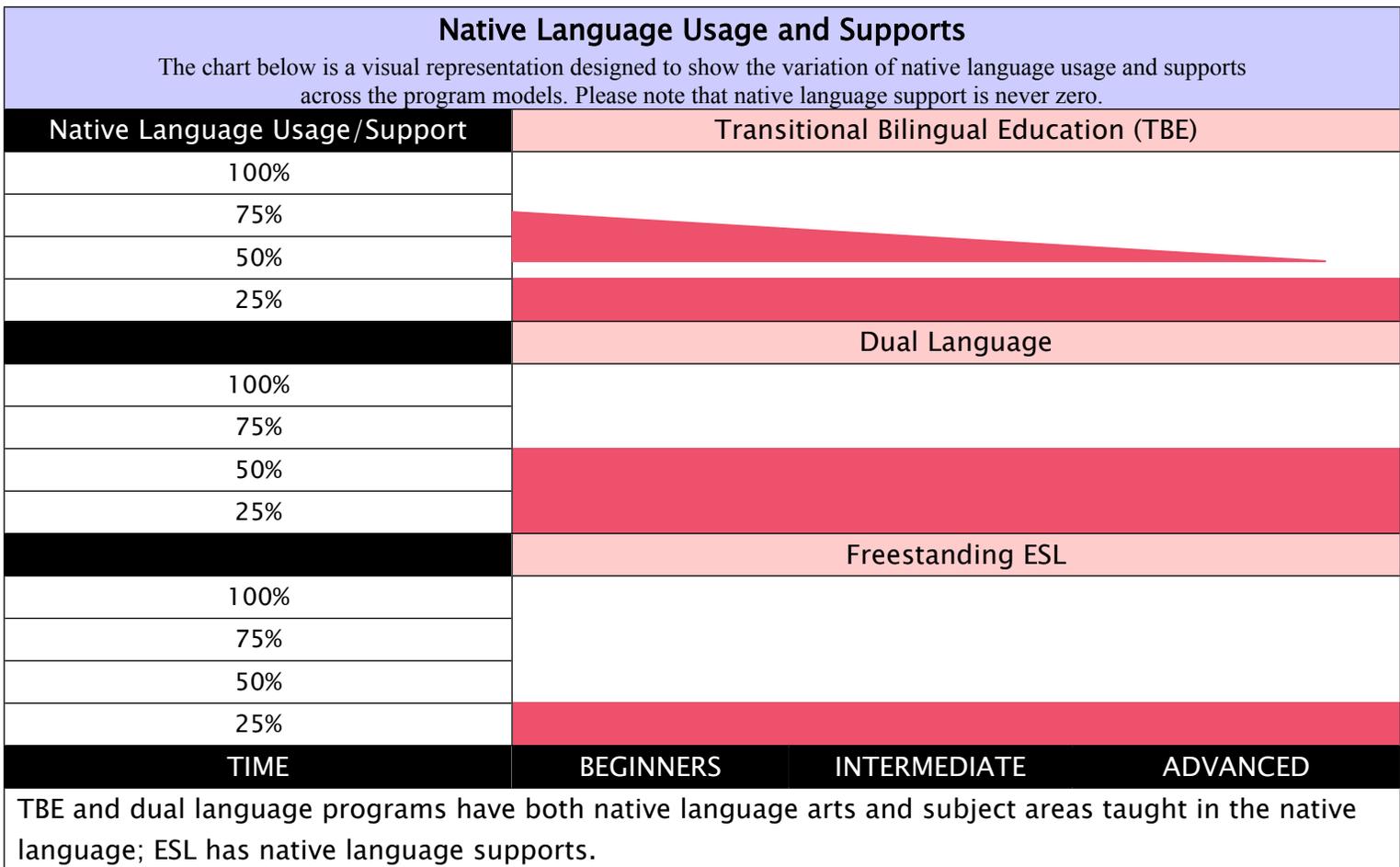
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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



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.

9. Transitional support is given to former ELLs– students who tested out in the Spring 2012 and Spring 2013 NYSESLAT exam, through the use of test modifications for all formative and summative assessments.

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

10. The information provided in the school's LAP is used to develop and implement programs that focus on the linguistic, emotional and academic needs of our ELLs. Data found in this report is also used to ensure the appropriate placement and scheduling of the required periods of instruction according to Chancellor's Regulations Part 154. The implications for ELL instruction in Reading and Writing are as follows:

- Provide differentiated instruction in the Expeditionary Learning with leveled classroom libraries.
- Continue intense work in phonemic awareness where appropriate
- Increase vocabulary through the use of interactive word walls, vocabulary building software
- Increase opportunities for accountable talk and interactive read-aloud to develop reading skills. strategies and language development.
- Increase use of Audio-books available in the Library Media Center, as well as leveled audio-books in the ESL and ELA classrooms.
- Model writing strategies through the Workshop, interactive writing, small, guided writing groups and collaborative writing activities.

The implications of the Math assessments for the instruction of the ELLs are as follows:

- Incorporate differentiated instruction for ELLs through standards-based curriculum, Envision in fifth grade, Connected Mathematics in grades 5–8.

Build math skills through the use of hands-on, inquiry based learning.

- Incorporate problem-solving strategies through continued modeling and cooperative learning groups.
- Increase the use of math resources available on the Princeton Review website to create practice assignments and quizzes based on the student's individual needs.
- Development of math vocabulary through word walls and math related accountable talk
- Development of math rubrics by teachers to assess student work and realign instruction

Achieve 3000 and EScience

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

11. All ELL programs will be offered throughout the school year. These include afterschool tutoring and weekend enrichment classes.

12a. Information is provided to parents through the monthly calendar, emails sent out from the PTA office and school web site. Permission slips are distributed to all students and are given out during homeroom class. All students have equal access to these programs. Attendance for all programs is maintained on a

daily basis.

12b. ELLs participate in all afterschool programs including the Title III ELL Common Core Learning Academy and ELL Weekend Academy. ELL students are given the opportunity to participate in all school activities. T

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

None

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

All students are invited. Information is disseminated to parents in multiple languages

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

Laptops are provided for translation and visuals for students and teachers use document cameras for visual support

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

Use of cognates and prior knowledge are incorporated in daily lessons

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

Resources are allocated based on students needs

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.

Early bird activities (art, music and CHAMPS) and after school (Theatre, Robotics and CHAMPS)

18. What language electives are offered to ELLs?

Spanish, Reading and Writing, French and Journalism

19. For schools with dual language programs:

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

NA

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.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional development is an integral component of our school's mission statement. Workshops, staff development meetings and common teacher prep periods for ELL teachers ensure that ELL students receive the academic/educational accommodations they are entitled to.

2. Teacher training includes ESL methodologies and strategies taught by a state certified ESL teacher as outlined in CR Part 154. New teacher workshops are offered as well as training for content area teacher who teach ELLs.

3. A minimum of 7.5 hours of training is offered to all newly hired teachers as per Jose P. regulations. Our ESL teacher facilitates the training on site. Teachers are also encouraged to participate in Network PDs and workshops offered by the Office of English Language Learners. The ESL teacher attends weekly team meetings and department ELA meetings to discuss students. Teachers are encouraged to participate in ESL training and QTEL in content areas. Title III after school workshops are conducted to address best practices. Some of the topics discussed at these workshops include: identifying English Language Learners in the classroom, addressing the needs of individual students through small group instruction, What is the NYSESLAT exam and how is it aligned with the ELA New York State Standards?, What to look for when scoring the test? In addition, teachers will receive technology training to better incorporate technology into daily lessons.

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?

PARENTAL INVOLVEMENT

1. Parents and guardians of students attending I.S. 227 will have the opportunity to attend workshops on Nutrition, Finance and Literacy, Math, Data, Computer, and NYSESLAT preparation. Breakfast, Dinner and Metro cards will be available to these parents. Parents and guardians are also invited to attend monthly P.T.A. meetings. Parent workshops will be facilitated by the Assistant Principal of ESL, the Instructional Coach, ESL and Parent Coordinators. The Parent Coordinator reaches out to parents during the August orientation and distributes a needs survey forms. Parents also complete the school environment survey.

2. We are partner with the local Council and Assembly person associated with our district.

3. To assess our school's written and oral translation services data is compiled from ATS reports, information found on students' emergency home contact cards and cumulative student records. Written and oral translation of documents is provided based in the predominant languages present in the school. In addition, translation of documents is provided by the Region and the Chancellor's Regulations A-663.

4. Oral interpretation services are done in-house. Our culturally diverse staff is called upon when oral interpretation is needed. Bilingual Administrators, Teachers, Paraprofessionals, Office Staff, and Parent Volunteers provide oral interpretation when parents' requests are made. Teachers are encouraged to use the DOE's Interpretation and translation services during parent-teacher conferences. Call (718) 752-7373, ext. 4 to access these services.

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: I.S. 227

School DBN: 30

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Fahey	Principal		11/15/13
Rose Del Valle	Assistant Principal		11/15/13
Debbie Cataldo	Parent Coordinator		11/15/13
Jessica Kiesel	ESL Teacher		11/15/13
Rosa Vasquez	Parent		11/15/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Marie Turini	Coach		11/15/13
	Coach		11/15/13
Mindy Greenspan	Guidance Counselor		11/15/13
Lynette Guastafero	Network Leader		11/15/13
Anne Marie	Other <u>ELAND Reviewer</u>		11/15/13
Dianne Hayden	Other <u>A.P.</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q227 School Name: IS227 - The Louis Armstrong Middle

Cluster: 05 Network: CFN571

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

Part A: Needs Assessment Findings

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

To assess our school's written and oral translation services data is compiled from ATS reports, information found on students' emergency home contact cards and cumulative student records. Written and oral translation of documents is provided based in the predominant languages present in the school. In addition, translation of documents is provided by the Region and the Chancellor's Regulations A-663.

The predominant languages spoken in our school are Spanish, Chinese, Bengali and Urdu and Arabic. The Parent Coordinator works closely with the Administration, Teachers, Parent Volunteers, and ESL Coordinator to ensure that translation services are provided as needed. Information is disseminated during monthly P.T.A. meetings, through letters and fliers sent home, school mailings, via the internet and the Schools' website and through the automated messenger service.

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.

A home language survey will be provided during the Parent – Teacher conferences to ensure that parents are receiving written and oral correspondence from the school in the language of choice. We run and analyze the Home Language Aggregation report in ATS from September through October to make sure all languages are addressed.

Part B: Strategies and Activities

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

To make sure our school is in compliance with Section VII Chancellor's Regulation A-663, regarding parental notification for translation and interpretation services, information on the most common languages spoken in our school will be shared with teachers, the Parent Coordinator, PTA, ESL Department, and the Faculty throughout the school year. Parents are notified in writing of the translation services available during monthly PTA meetings, Parent-Teacher Conferences, Parent workshops. The Translation/Interpretation document regarding language assistance services is posted in the PTA Office located on the first floor. Parents are also invited to visit the Dept. of Education's website, (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.

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

Oral interpretation services are done in-house. Our culturally diverse staff is called upon when oral interpretation is needed. Bilingual Administrators, Teachers, Paraprofessionals, Office Staff, and Parent Volunteers provide oral interpretation when parents' requests are made. Teachers are encouraged to use the DOE's Interpretation and translation services during parent-teacher conferences. Call (718) 752-7373, ext. 4 to access these services

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>.

To make sure our school is in compliance with Section VII Chancellor's Regulation A-663, regarding parental notification for translation and interpretation services, information on the most common languages spoken in our school will be shared with teachers, the Parent Coordinator, PTA, ESL Department, and the Faculty throughout the school year. Parents are notified in writing of the translation services available during monthly PTA meetings, Parent-Teacher Conferences, Parent workshops. The Translation/Interpretation document regarding language assistance services is posted in the PTA Office located on the first floor. Parents are also invited to visit the Dept. of Education's website, (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Louis Armstrong Middle School	DBN: 30Q227
Cluster Leader: 5	Network Leader: Ellen Pavda
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
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 checked="" 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: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ELL Enrichment Academy is designed to provide instruction to students in an after school small group setting. After reviewing data from the 2012 NYSESLAT scores, students made progress overall, however reading and writing skills remain the most difficult modalities for them to master. To address these needs, ELLs will be invited to attend the afterschool program.

Afterschool Program

The program will take place for a total of 24 hours over a period of 15 weeks. Students will meet on Tuesdays and Thursdays for one hour each session, from 3:15- 4:15p.m. Group size will be maintained at 10 students. A weekend academy will take place as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 3 teachers providing instruction.

Two (2) certified ESL teachers will work collaboratively with (4) general education language arts teachers to provide supplemental instruction to the ELL students in the afterschool program. Instruction is aligned with the ESL State Standards and the Common Core Learning Standards. To ensure that these teachers are using ESL strategies the ESL certified teacher pushes in the classroom and provides immediate intervention for students and staff.

The focus of the program is to increase comprehension across the content areas with an emphasis on inference and vocabulary development skills. Strategies such as using context clues, pre-teaching vocabulary, scaffolding prior knowledge and breaking up tasks into smaller “chunks” are just some of the methods incorporated into our ELL Enrichment Academy. One Assistant Principal will be available to supervise teachers and all ELL students attending the afterschool Enrichment Academy and ELL weekend academy.

Teachers use articles from the Writing Matters Program and articles from Achieve 3000 as a resource for reading and writing activities. Articles are scaffolded to match the students' lexile reading levels and graphic organizers are provided for each writing activity. The program incorporates the four modalities of language acquisition. Students can read and listen to the contents of the articles. Vocabulary is reinforced in all activities. The program is aligned to the common core learning standards.

A weekend academy will be offered to the students as we approach the administration of the NYSESLAT exam. Students will meet on two Saturdays for 4 hours each session with 3 teachers providing instruction. Students are given consumable materials such as pencils, notebooks and folders.

Part B: Direct Instruction Supplemental Program Information

ELL Afterschool Enrichment Academy-

(Teachers)*(sessions)*(hours)*(rate)

$$(6)*(24)*(1)*(50.19) = \$7,227.36$$

ELL Enrichment Academy- Total: \$7,227.36

ELL Weekend Academy

(Teachers)*(sessions)*(hours)*(rate)

$$(3) * (2) * (4) * (50.19) = \$1,204.56$$

(Supervisor)*(sessions)*(hours)*(rate)

$$(1) * (2) * (4) * (\$52.52) = \$420.16$$

Total: \$1,624.72

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 focus of the Title III Professional Development program will be to provide teachers with instructional strategies to scaffold, modify, and differentiate instruction and assessments. Teachers will work together to develop lessons that focus on Higher Order Thinking Skills including inference, predicting, interpreting and evaluating information. Teachers will focus on preparing ELL students to meet and exceed NYC and NYState Common Core learning standards and achieve higher scores on all city and state assessments. Teachers will participate in the following professional development sessions: A total of (8) teachers currently teaching ELLs, in the content areas will participate in a series of staff development sessions, 7.5 hours of staff development for general education teachers and 10 hours for I.S.S. teachers. These sessions will take place throughout the school year and will be offered by a certified ESL teacher, Assistant Principal and use support from the CFN as needed.

Part C: Professional Development

*Identification of ELLs- Who they are in our school? What services are they entitled to, and what can we do as a school community to support their needs?

*Comparison of ELA and NYSESLAT results to inform instruction

*Scaffolding Language, Scaffolding Learning, Classroom Talk – Creating Contexts for Language Learning and Scaffolding Language

*Vocabulary Development for ELLs ,Using graphic organizers to scaffold reading and writing using Achieve 3000

Teacher training

A total of (6) general education teachers currently teaching ELLs will attend (7.5) hours of staff development (6) (7.5) (22.86) = \$1,028.70

A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development

(2) (10) (22.86) = \$457.20

Sessions offered by the ESL certified teacher and assistant principal

Total \$1,485.90

18.84% fringe benefits has been included in the above teacher and supervisor salaries.

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:

Parent Involvement

Our funding will be used to provide our parents and guardians an opportunity to attend several parent workshops throughout the school year. Parent workshops will be both informational and educational. A series of four (4) two-hour workshops will take place before the PTA meeting on select dates. Workshops will address the following topics: How to access ARIS, How to support your child before and after state exams, What are the new CCLS standards? What is the NYSESLAT exam and its components.

Parent workshops will be facilitated by the Assistant Principal, ESL teacher and Instructional Coach.

The Parent Coordinator and PTA parent volunteers will be responsible for reaching out to parents. ESL teacher will send home flyers notifying parents. PTA meetings are posted on the parent calendar that was sent home with the students. Translated notices are also available.

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.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p>\$10,337.98</p>	<p>ELL enrichment Academy</p> <p>$(\text{Teachers}) * (\text{sessions}) * (\text{hours}) * (\text{rate})$</p> <p>$(6) * (24) * (1) * (50.19) =$</p> <p>Total: \$7,227.36</p> <p>ELL Weekend Academy</p> <p>$(\text{Teachers}) * (\text{sessions}) * (\text{hours}) * (\text{rate})$</p> <p>$(3) * (2) * (4) * (50.19)$</p> <p>Total: \$1,204.56</p> <p>$(\text{Supervisor}) * (\text{sessions}) * (\text{hours}) * (\text{rate})$</p> <p>$(1) * (2) * (4) * (52.52) = \\420.16</p> <p>Teacher Training</p> <p>A total of (6) general education teachers currently teaching ELLs will attend (7.5) hours of staff development $(6) (7.5) (22.86) = \\$1,028.70$</p> <p>A total of (2) I.S.S. teachers currently teaching ELLs will attend (10) hours of staff development</p> <p>$(2) (10) (22.86) = \\$457.20$</p> <p>Sessions offered by the ESL certified teacher and assistant principal</p> <p>Total \$1,485.90</p> <p>18.84% fringe benefits has been included in the above teacher and</p>

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.
		supervisor salaries.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	662.02	Bilingual Dictionaries, Harcourt content area materials. General instructional supplies.
Educational Software (Object Code 199)		
Travel		
Other	200.00	Breakfast and supplies for parents
TOTAL	11,200	11,200