



**Department of
Education**

Dennis M. Walcott, Chancellor



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

School Name: MAGNET SCHOOL FOR CIVICS IN THE COMMUNITY
DBN (i.e. 01M001): 30Q230
Principal: SHARON TERRY
Principal Email: STERRY@SCHOOLS.NYC.GOV
Superintendent: DR. PHILIP COMPOSTO
Network Leader: ELLEN PADVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sharon Terry	*Principal or Designee	
Kevin Prosen	*UFT Chapter Leader or Designee	
Victoria Medelius	*PA/PTA President or Designated Co-President	
	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	
Rosita Bodnar	Member/ Paraprofessional	
Paraskevi Karangunis	Member/ Teacher SLT Chairperson	
Serena Field	Member/ Teacher	
Diana Neligan	Member/ Teacher	
Alice Wolcott	Member/ Teacher	
Rosa Perez	Member/ Parent	
Nazmul Quayyan	Member/ Parent	
Tammy Rose	Member/ Parent	
Neil Sanchez	Member/ Parent	
Nighat Yasmeen	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of the curriculum in all subject areas will be aligned to CCLS and/or content standards integrating the instructional shifts to support the school's instructional focus with an emphasis on evaluating and adjusting curriculum, lessons and assessments to respond to students learning needs.

Comprehensive Needs Assessment

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

Based on the New York City wide expectations, reviews of our curriculum maps, student performance on the NYS Common Core exams and student work products during the 2012-2013 school year, we identified areas of need within our curriculum, classroom instruction and assessments. Specifically, 62% of students scored level 1 or level 2 on 12-13 ELA, 40% of students scored level 1 on short and extended response questions.

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. Curriculum will be evaluated and revised through the analysis of student work through the practice of norming and the use of Common Core Learning Standards (CCLS) aligned rubrics.
2. Teachers will produce rigorous lesson plans by integrating the instructional shifts utilizing the depth of knowledge (DOK), addressing students needs (UDL), and the school-wide foci.
3. Students will engage in more rigorous tasks aligned to the instructional shifts to deepen conceptual understanding, strengthen the ability to navigate complex text, analyze informational texts, write opinions and arguments and use textual evidence in writing and discussion.
4. Content area teachers will infuse opportunities to read complex text and design common assessments that require students to utilize close reading strategies.
5. English as second language (ESL) teachers and Students with Disabilities teachers will modify curriculum to address students' entry points and provide differentiation strategies.

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

1. Teachers, Coach, Leadership, Teachers College staff developers
2. Teachers, Coach
3. Teachers, Coach, Leadership, Teachers College staff developers
4. Teachers, Coach
5. ESL Teachers, Coach, Leadership

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

1. Teacher teams will systematically analyze curriculum, classroom practices, assessment data, lesson plans and student work to determine the extents to which the instructional outcomes are achieved. Leadership team will monitor curriculum maps, lessons plans, student work and assessments.
2. Instructional leadership team will monitor lessons plans, student work and assessments.
3. Instructional leadership team will monitor lessons plans, student work and assessments.
4. Instructional leadership team will monitor lessons plans, student work and assessments.
5. ESL and ELA supervisors will monitor lessons plans, student work and assessments

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

1. August 2013 pre-service days, start of school year through June/Summer 2014, assessment of diary maps and NYS Common Core assessments to determine effectiveness of curriculum and instruction and indicators for revision.
2. August 2013 through June 2014.
3. August 2013 through June 2014.
4. August 2013 through June 2014.
5. August 2013 through June 2014.

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

1. Daily common planning periods, weekly curriculum development meetings, monthly departmental and faculty meetings, curriculum study groups, full day staff development days
2. Daily common planning periods, weekly curriculum development meetings, monthly departmental and faculty meetings, curriculum study groups, full day staff development days
3. Daily common planning periods, weekly curriculum development meetings, monthly departmental and faculty meetings, curriculum study groups, full day staff development days
4. Daily common planning periods, weekly curriculum development meetings, monthly departmental and faculty meetings, curriculum study groups, full day staff development days
5. Daily common planning periods, weekly curriculum development meetings, monthly departmental and faculty meetings, curriculum study groups, full day staff development days.

Strategies to Increase Parent Involvement

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

The following parent meetings and workshops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinator and school-based Parent Academy. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinator and Community Based organizations. Monthly parent teacher association (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
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the new system for teacher evaluation and development will be fully implemented. Feedback to 100% of the teachers will be provided that accurately capture strengths, challenges, and next steps using the Danielson Framework for Teaching. 100% of the teachers will receive feedback and support that helps to strengthen their pedagogical practices and/or are aligned to their individual professional 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.

Based on the New York City wide expectations, reviews of formal teacher observation reports, informal walkthroughs/learning walks/instructional rounds and student performance on the NYS Common Core exams and student work products during the 2013-2014 school year, we identified the need to implement a more coherent system of pedagogical evaluation and support. Specifically, 75% of teachers were observed to be I or D on at least 1 mini-observation for 3b in 12-13, QI 1.2 rated D on last QR—lack of consistent practice across classrooms

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.

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

1. Professional development is provided to all staff. Leadership will meet with individual teachers to discuss the Advance system, set clear expectations and collaboratively develop aligned professional goals.
2. Conduct frequent low inference observations aligned to the Danielson Framework for Teaching; provide actionable feedback.
3. Instructional cabinet focus on low inference observations and student work products to support teacher development
4. Teachers participate in three hours of professional development each month to support their professional growth development including inter-visitations, peer coaching and critical friends' protocols.

5. Teachers will evaluate and adjust professional goals and action plans during mid-year support meetings with supervisors.
2. Key personnel and other resources used to implement each strategy/activity
1. Teachers, Leadership, Coach, Network Achievement Coaches, DOE Talent Coach, 2. Leadership 3. Leadership 4. Teachers, Leadership, Coach, Network Achievement Coaches, DOE Talent Coach, External PD 5. Teachers, Leadership, Coach
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Each teacher will have met with their immediate supervisor to assess knowledge of Advance system, review school wide foci and expectations and set individual professional goals. 2. Each supervisor will adhere to observations schedule created during September planning meetings. Timely feedback to teachers will align closely to rubric and professional goals. 3. Leadership will differentiate support, and professional development based upon observed practice and alignment of evidence to rubric. 4. During pre and post observation conferences, teachers and supervisors will assess the effectiveness of ongoing professional development and make revisions as necessary. 5. Leadership will differentiate support, and professional development based upon observed practice and alignment of evidence to rubric.
4. Timeline for implementation and completion including start and end dates
1. Summer 2013 DOE training for Administration, UFT and lead teachers, Initial Planning Meeting for all teachers in September and October 2013. 2. September 2013 through May 2014 and summative conference by June 2014. 3. Weekly Instructional Cabinet meetings. 4. Summer 2013 DOE training for Administration, UFT and lead teachers, Initial Planning Meeting for all teachers, professional development days, visits by DOE talent coach and Network supervisory support. 5. January 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1 DOE Office of Teacher Effectiveness, ADVANCE web system, ARIS Learn Modules, Common Planning Periods, Initial Planning Meetings, full day professional development sessions. Network professional development and instructional walkthroughs with Achievement coach and administration 2 Observation Schedules, DOE Office of Teacher Effectiveness, ADVANCE web system, ARIS Learn Modules 3 DOE Office of Teacher Effectiveness, ADVANCE web system, ARIS Learn Modules 4 DOE Office of Teacher Effectiveness, ADVANCE web system, ARIS Learn Modules, Common Planning Periods, Initial Planning Meetings, full day professional development sessions. Network professional development and instructional walkthroughs with Achievement coach and administration 5 DOE Office of Teacher Effectiveness, ADVANCE web system, ARIS Learn Modules, Common Planning Periods, Summative Meetings.

Strategies to Increase Parental Involvement

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

The following parent meetings and workshops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinator and school-based Parent Academy. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinator and Community Based organizations. Monthly parent teacher association (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
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of teachers in all subject areas will teach close reading to deepen students understanding of how readers analyze and interpret complex text.

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 identified needs are based upon an analysis of the following data sources: 2013 New York State Common Core assessments, student writing product in content areas, baseline assessments, running records and pre- and post- unit 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.

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

1. Establish the instructional focus of teaching close reading to deepen students understanding of how readers analyze and interpret complex text.
2. Evaluate student work across all grades, select key standards that support instructional focus, assess for learning and performance gaps
3. Evaluate and adjust units, lessons and tasks to ensure high level of rigor and greater opportunities for students to demonstrate instructional focus
4. Schedule common planning periods for teacher teams to support the instructional focus. Evaluate, adjust and adopt common pedagogical practices for teaching close reading.
5. Teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.
6. Implement evidenced-based practices/interventions shown to be effective English language learners and Students With Disabilities

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

1. Principal Teachers, Literacy Coach, Leadership
2. Teachers, Literacy Coach, Leadership
3. Teachers, Literacy Coach
4. Leadership, Literacy Coach, Teachers College staff developers
5. Teachers, Literacy Coach
6. Literacy Coach Instructional coach, Network ELA Achievement Coach, Teachers College staff developers

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

1. All staff familiar with instructional focus, evident in planning and student work.
2. Select a screening tool(s) relevant to the focus and Core learning standards. Key standards identified.
3. Evaluate and adopt pedagogy for teaching instructional focus across disciplines. Curriculum, units, lessons and tasks will reflect the focus and address gaps in learning.
4. Teachers will engage in professional study around instructional focus
5. Formative assessments, common planning meetings.
6. Formative assessments, common planning meetings.

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

1. August 2013
2. September and October 2013
3. September 2013 through June 2014
4. September 2013 through June 2014
5. September 2013 through June 2014
6. September 2013 through June 2014

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

1. Leadership Cabinet meetings. Professional development
2. CCLS, rubrics, baseline and formative assessments, common planning periods.
3. Rubicon Atlas curriculum, CCLS, rubrics, baseline and formative assessments, common planning periods.
4. Rubicon Atlas curriculum, CCLS, rubrics, baseline and formative assessments, common planning periods, professional development.
5. Rubicon Atlas curriculum, CCLS, rubrics, baseline and formative assessments, common planning periods, professional development.
6. Professional development, CCLS, rubrics, baseline and formative assessments, common planning periods.

7. Lead teachers provide professional development modeling effective close reading strategies. Literacy coach facilitated student groups. Daily common planning periods for all teachers by department, and weekly curriculum development meetings (Specific departments based upon assessed need) monthly departmental and faculty meetings, curriculum study groups, four full day staff development days. Teacher College staff developers

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).

- Provide teacher led parent workshops with an emphasis on our instructional focus
- Provide parent support for social emotional development and assistance in student academic progress.
- Increase parent communication through various school-wide systems.
- Monthly workshops facilitated by the parent coordinators. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinator and Community Based organizations. 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.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- Strategies/activities that encompass the needs of identified subgroups

6.

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

1.

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

1.

- Timeline for implementation and completion including start and end dates

1.

- 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.

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.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Eight to nine periods of ELA instruction programmed for all AIS students. After School supplemental academy Skills -based differentiated instruction to address assessed learning gaps	Small group/tutoring Needs-based individual/small group instruction, conferring and partnerships	Three hours weekly, after school During the school day, 37 ½ minute extended day
Mathematics	Eight to nine periods of Math instruction programmed for all AIS students. After School supplemental academy Skills -based differentiated instruction to address assessed learning gaps	Small group/tutoring Needs-based individual/small group instruction, conferring and partnerships	Three hours weekly, after school During the school day, 37 ½ minute extended day
Science	Skills -based differentiated instruction to address assessed learning gaps	Needs-based individual/small group instruction, conferring and partnerships	During the school day,
Social Studies	Skills -based differentiated instruction to address assessed learning gaps	Needs-based individual/small group instruction, conferring and partnerships	During the school day,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance helps all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become productive, well – adjusted adults of tomorrow. Cyber Bullying, violence prevention, alcohol and drug education, peer mediation, learning and behavioral needs, suggest improvements to classroom management, strategies or parenting techniques, and evaluate students with disabilities to determine the most appropriate supports for learning, Substance and alcohol abuse, chronic health conditions such as obesity and severe asthma, Healthy Nutrition,	small group, and one-to-one sessions	during the school day and extended day program.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are screened and interviewed at the NYC DOE Hiring Halls. These teachers were pre-screened by the DOE. A second interview and a demonstration lesson are conducted at the school. The teachers are placed in their assignments based on their license area and experience. School staff is given ongoing professional development throughout the school year including common core instruction, depth of knowledge, Danielson Framework for Teaching, Close Reading Strategies, Teacher's College and Common Core Alignment.

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).
School staff is given ongoing professional development throughout the school year including common core instruction, depth of knowledge, Danielson Framework for Teaching, Close Reading Strategies and Common Core Alignment. Our network provides supervisory support for principals and assistant principals on a monthly basis.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have consolidated Title I funds with other federal, state and local resources, funds are used to benefit all students in the school, but a priority is to provide Academic Intervention services to at-risk students. .

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL Team (teachers and administrators) met to determine assessments to appropriately assess student progress. During Common Planning Department teams create Pre & Post Unit Assessments to drive instruction.

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 the Department of Education survey, 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: ESL workshops, computer workshops, GED classes, Citizenship classes, ELA Common Core workshops, using Pupil Path, 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. 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;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

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;
- 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 for regular written communication between teachers and the home in a format, and to the extent practicable, in the languages that parents can understand;

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

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with Common Core Learning Standards to enable participating children to meet the National 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;
- **Provide incentives for high academic achievement such as principals honor roll, Arista. Regents classes, etc.;**

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences **twice** during **the school year** which the individual child's achievement will be discussed as well as **on an as need basis**;
- 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 **for parent-teacher conferences** 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 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;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences, workshops, and PTA hosted events

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing Professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- 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) **based on the needs of my child;**
- **Ensure my child is reading at least 60 minutes a day and is documenting that reading;**
- Set limits to the amount of time my child watches television or plays video games; **monitor computer usage, i.e. where my child goes on the internet;**
- 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;
- **To discuss with my child age appropriate topics such as anti-bullying, personal hygiene, puberty etc.;**
- 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;
- **Ensure my correct email address; home address and phone number are on record with the school.**
- 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 **with the teachers and the school community** 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.
- **To understand bullying is not appropriate and will not be tolerated in and out of school.**
- **To inform an adult if you are a victim of or witness any acts of bullying.**

**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 230
School Name I. S. 230		

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 Sharon Terry	Assistant Principal Donna Vitale
Coach Barbara Newkirk	Coach
ESL Teacher Julie Nelkin	Guidance Counselor Angelina Beato
Teacher/Subject Area Monica Hinczewski	Parent Victoria Medelius
Teacher/Subject Area Ilisa Schultz	Parent Coordinator Enrique Salazar
Related Service Provider Cherie Anderson	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	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)	994	Total number of ELLs	101	ELLs as share of total student population (%)	10.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							42	28	31					101
SELECT ONE														0
Total	0	0	0	0	0	0	42	28	31	0	0	0	0	101

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	38
SIFE	4	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	19

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	44	4	9	38	0	17	19	0	12	101
Total	44	4	9	38	0	17	19	0	12	101

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	11	18					53
Chinese							0	1	2					3
Russian							0	0	0					0
Bengali							5	8	5					18
Urdu							6	3	1					10
Arabic							0	1	0					1
Haitian														0
French														0
Korean														0
Punjabi							3	0	2					5
Polish														0
Albanian														0
Other							4	5	3					12
TOTAL	0	0	0	0	0	0	42	29	31	0	0	0	0	102

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)							7	6	8					21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	9	10					21
Advanced (A)							32	13	14					59
Total	0	0	0	0	0	0	41	28	32	0	0	0	0	101

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	26	9	0	0	35
7	18	11	0	0	29
8	21	0	0	0	21
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	29		9		1		0		39
7	15		8		1		1		25
8	22		5		0		0		27
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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.
We use Renaissance STAR Reading assessment and a multiple choice assessment from NYReady for our baseline assessment. These two assessments give us the students' independent and instructional reading level as well as a skills diagnostic. This data helps inform our instructional plans by modifying curriculum and planning specific instruction to meet the individual student needs. When analyzing the data it shows that our ELL students require instruction in vocabulary and synthesizing information and analyzing character.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from NYSESLAT shows that long-term ELLs reading comprehension is at a higher level than their writing skills. There are more advanced students in grade 6 than on grades 7 & 8. The number of advanced students decrease in grades 7 and 8.
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](#))
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?We do not have data to analyze how are ELL's are fairing in tests taken in English because we do not give assessments in their native language. School leadership and teachers analyze the data from the Periodic assessments, baseline assessments and informal assessments to triangulate the data to inform instruction. The patterns show that students progress from beginner and intermediate levels within one to two years. Students become stagnant in the advance level resulting in long term ELL status.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Student bi-lingual dictionaries are used in classrooms. Students are also provided with novels in their native language and create glossaries to translate vocabulary from their native language to English.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Over 30 of our ELL students achieved proficiency on the NYSESLAT exam and no longer require ESL services. On the NYS math exam 67 students performed at level one, 22 students performed in level 2 and 2 students performed at levels 3 and 4. On the NYS ELA exam, 65 students performed in level 1, 23 students performed at level 2. There were no students that performed at levels 3 or 4.

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](#).)
During the registration process the initial screening HLIS (Home Language Identification Survey) is administered and the informal oral interview is conducted by Ms. Nelkin, ESL teacher. She is assisted by our bilingual guidance counselor, Ms. Beato who speaks Spanish. If additional translation is needed the NYC DOE Translation Unit is contacted for further assistance. The HLIS form is reviewed by the Ms. Nelkin and the guidance counselors. When a student is identified as a possible ELL student through the HLIS and the informal oral interview the LAB-R will be administered. Within ten school days of admittance, one of our ESL teachers, Ms. Chandrika administers the LAB-R (and Spanish LAB-R as well for those identified as native speakers of Spanish) to newly identified students.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The parents of the students that have been identified as ELLs by the LAB-R attend a Parent Orientation within the 5 days after the LAB-R is completed. At the orientation parents will view a video in the appropriate language to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language & Freestanding ESL). These three programs will be explained in further detail by Ms. Chandrika, ESL teacher & Mr. Salazar, Parent Coordinator.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The Parent Survey and Program Selection Forms are distributed and explained in the appropriate language by Ms. Chandrika, ESL teacher, who conducts outreach via telephone and/or email to ensure document return. The Parent Survey and Program Selection Forms are located in room 208 with all other ELL documents.
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.
In our efforts to accommodate our multilingual population we provide translation in Spanish through Ms. Chandrika and/or Mr. Salazar and other languages through the DOE Translation Unit. All necessary steps are taken to ensure the return of the forms and surveys by the parents upon completion of this process to Ms. Chandrika. Once this process is completed a letter is sent home to the parents, in various languages, of the newly identified ELL students by the guidance counselors and/or Assistant Principal informing them of placement in the program chosen by the parents. After the student takes the LAB-R, the parents attend the Parent Orientation and return the Parent Survey and Program Selection Forms Ms. Vitale will update the ELPC screen in ATS within 20 days.
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.
Each year Mr. Zirin, Assistant Principal, creates a schedule for administering the NYSESLAT to all identified ELL students identified by the ATS Report, RLER. The ELL students are tested by grade, one modality per day (listening, reading, writing) over the course of three consecutive school days. The speaking component of the NYSESLAT is individually administered to the students the week prior to the written portions of the NYSESLAT (that were identified by the ATS report, RLER). Special Education ELLs are given their testing modifications as indicated on their IEPs.
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. 
Based on the Parent Survey and Selection Forms of the past few years, IS 230 is presently aligned with the parents' requests for Free Standing ESL programs. Last year and this year the parents only requested a Free Standing ESL Program. At I.S. 230 we will continue to program for free-standing ESL Programs in accordance to the parent survey and program selection form.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Students receive the manadated number of instructional minutes via hetergenous block scheduling. ELA and ESL are taught using a co-teaching model. In addition selected classes are co-taught in math to provide additional support.
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.

Content area teachers use Translanguing strategies to support the reading and writing skills of ELL students in math, science and social studies. These strategies are also taught in ELA and ESL:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

New admits that are native Spanish speakers are evaluated using the LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are periodically assesed in all four modalities in various content areas. Students' reading and writing is assessed in all content areas through informal and formal assessments. Students' speaking and listening skills are evaluated during oral presentations in all content areas.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE and newcomers are targeted by their teachers and receive additional targeted differentiated assistance during the AIS periods according to their assessed needs. The ELLs that are receiving four to six years of service and have completed six years of service are receiving additional AIS periods of ESL in a small group setting. ELLs that reached proficiency on the NYSESLAT receive continuing transitional support by receiving differentiated instruction by content area teachers trained to use ESL strategies, testing modifications including time and a half on tests and a third reading of the listening passages, and extra periods of ELA.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers use Translanguage strategies are used in ELL and SWD classes in all content areas to support the acquisition of English. Teachers use Tier 1 and Tier 2 words in context based on the students reading interest and readiness levels. Grade level text books and novels on students' instructional levels are used in content area classes. Students are taught to read grade level complex text by re-reading and studying academic vocabulary. Students are provided language stems to assist in constructing appropriate dialogue and writing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The LRE committee reviews the students progress in ESL and ELA and determines if the student can be main-streamed in a least restricted ELA class that is also supported by an ESL teacher based upon the child's progress and IEP goals. Students work in small groups based on assessments, language development, and reading and writing data for intense instruction in required skills.

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

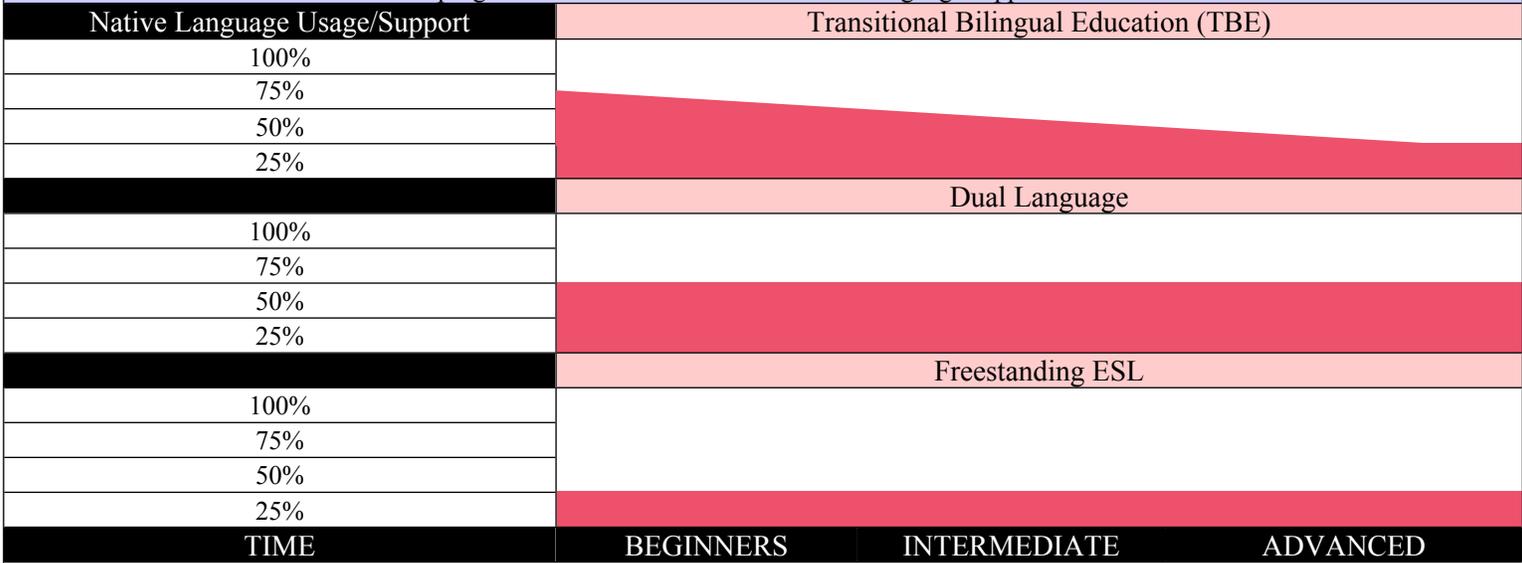
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Using data teachers must focus instruction on reading and writing and/or math skills in their AIS periods within their content. This include ELLs and Formers ELLs that need transitional support. The teachers use this time to differentiate their instruction in the content area in a small group setting.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The teacher presently use translanguaging as an instructional strategy in the the content areas and they were given professional development on language objectives and the use of sentence stems. We believe that these added supports meet the needs of our ELLs in content as well as language.
11. What new programs or improvements will be considered for the upcoming school year?
We are considering to incorporate additional instruction using resources from the "Renaissance STAR Program".
12. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The ELL student receive access to all of the same programs as the rest of the student population. Currently we have various after-school clubs that are available to all students. The "Arts & Literacy" programs are held two times per week after school. These programs are academic and non-academic and are available to students on a first come basis. Our after school programs incorporate targeted interventions for ELLs such as Reader's Theater and Literary Magazine.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
In order to meet the needs of all ELLs, including each subgroup, the following instructional and technological materials are used, SMART Boards, I-PADs and laptop computers, additional multisensory resources, multicultural classroom library materials and online resources.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Classrooms are equipped with ESL libraries which contain books at the appropriate age and reading levels of our ELL students. The libraries contain books that reflect the various cultures, the "new immigrant" experience and bilingual books as well. Glossaries, textbooks, and workbooks are available in Spanish, other languages are provided upon request and availability. Textbooks and other supplemental materials are available in Spanish due to the large number of Spanish speaking ELL students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
The all newly enrolled ELLs will be informed of the curriculum and the expectations of middle school students. The ELLs that enroll before the school year will be invite to an "Open House" with their parents that include the expectations as well as a tour of the building.
18. What language electives are offered to ELLs?
At this time the entire school, in selected classes, receive Spanish as their language elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

All personnel who work with ELL students attend professional development on the integration of appropriate ESL strategies to engage the ESL student. The content area teachers and ESL teachers meet during their common planning periods to discuss the needs of our ELL population. During the professional development days (Election Day and Brooklyn-Queens Day) the teachers receive content specific training. ESL teacher will be offered Q-tel training to learn additional ESL strategies, in November 2013 & January 2014. The Assistant Principals will attend various professional development workshops (ESL Strategies, Translanguage) by our CFN's ELL Specialist on a monthly basis. A bilingual (Spanish-Speaking) guidance counselor is assigned to the ESL classes and conducts workshops to help the students make the academic and social/emotional transition from elementary to middle school as well as the transition from middle school to high school. The guidance counselors attend professional development workshops from the office of student enrollment in order to assist ELLs as they transition from elementary to middle and high school throughout the school year. The new teachers are given professional development on ESL strategies and methodologies during staff development days (Election Day and Brooklyn-Queens Day) in accordance with Jose P. The payroll secretary maintains the teachers files and records of the professional development workshops attended, including those in accordance with Jose P.

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?

All parents, including parents of ELLs are invited and encouraged to join the PTA and attend school functions. The parent coordinator is available for translation for those that speak Spanish. Parent Volunteers translate for any additional languages that may be needed at these functions. Some of the activities that are being held include an international dessert night, ARIS training, Citizenship Classes, GED classes, ESL classes for adults, and curriculum night. A grant funds the programs which provided the bi-monthly computer classes, gang awareness workshops and financial literacy workshops among others. Most of these workshops are conducted in English and Spanish. Each year the Parent Coordinator distributes a parent questionnaire in multiple languages. In the questionnaire the parents are asked what additional services and/or programs they would like to themselves or for their children. In the questionnaire many parents request English classes. As a result of the request we conduct weekly English classes for parents throughout the school year.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q230 School Name: I.S. 230

Cluster: 5 Network: 535

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

Part A: Needs Assessment Findings

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.

I.S. 230 uses the Adult Preferred Language Report (RAPL) and Place of Birth Report (RPOB) from ATS that denotes each student's home language. In addition, we use the Home Language Survey (HLIS) for all of our incoming students. This is the data that we use to assess our written translation and oral interpretation needs.

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

The major finding of our written translation and oral interpretation needs indicate that the majority of the student's families communicate in Spanish. This information was compiled from the Adult Preferred Language Report, Place of Birth Report and the Home Language Survey. These findings were reported to the school community during the monthly PTA meeting and the Faculty Conference.

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.

Every document is sent home to the parents in English and Spanish. These documents are translated by our Parent Coordinator or our Assistant Principal on an as needed basis. There are other staff members (Teachers & Paraprofessionals) available to translate these documents, if needed. In addition, the documents will be sent to the DOE Language Translation Unit via email, if deemed necessary.

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

Oral interpretation services will be provided by our Parent Coordinator or our Assistant Principal in Spanish on an as add needed basis. If additional languages are needed, we have other school staff members (Teachers & Paraprofessionals) that can provide oral interpretation services, if needed. In addition, the DOE Language Translation Unit will be called to provide translation via conference call, if deemed necessary.

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

The principal will send home a letter, in various languages, informing the parents of the availability of interpretation and translation services.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: I. S. 230	DBN: 30Q230
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: I.S. 230 has hired a teacher to increase the number of periods the ELL students, that scored "Advance" on the NYSESLAT, receive ESL services as an instructional strategy. Each Sixth, Seventh and Eighth Grade student with a score of "Advance" on the NYSESLAT will receive additional periods of ESL with in a co-teaching model with a certified ESL and a certified ELA Teacher, this also reduces class size. There are students that receive this service. The teachers will use a variety of programs and strategies that include: Teacher's College, Q-Tel, & Translanguaging. Students will receive instruction that incorporates the four modalities of the NYSESLAT. ESL Teachers will conference with students, on a daily basis, regarding their strengths and weaknesses in relationship to the ELA and NYSESLAT Exams.

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: I.S. 230 Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare E.L.L.'s to succeed using the common core learning standards and to achieve higher scores on all state assessments. The workshops will be given by staff members from the CUNY Translanguaging Center. The ESL & ELA teacher will receive the training. The workshops will be given quarterly over the course of the school year (October - May). The workshops will be held during regular school hours, and will not require additional moneys. The main topics that will be addressed during these professional development sessions are as follows:

1. Scaffolding across the Disciplines: Types of Scaffolding, Assessing Student Work and Differentiated Instructional Strategies for ELLs.
2. Strategies needed to prepare E.L.L.s to make progress and to gain a clear understanding of the modalities of the NYSESLAT and how this coorlates to classroom instruction.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: I.S. 230 Title III program will provide E.L.L. parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of workshops will be held on different topics (times to be announced) to accommodate different schedules. The workshops will be an hour and a half long. These workshops will address the following:

- Math strategies for the NYS Mathematics Exam.
- Various strategies for the NYS English Language Arts Exam and the NYSESLAT.

Parent workshops will be facilitated by the Parent Coordinator, Literacy coaches, and/or administrators. A letter/flyer will be sent home in various languages inviting the parents to these workshops.

Part E: Budget

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

Allocation Amount: \$13404

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

Part E: Budget

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

Allocation Amount: \$13404

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		