



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 93
DBN (i.e. 01M001): 08X093
Principal: MR. JONATHAN KAPLAN
Principal Email: JKAPLAN15@SCHOOLS.NYC.GOV
Superintendent: MR. TIMOTHY BEHR
Network Leader: MS. ROXAN MARKS

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
Mr. Jonathan Kaplan	*Principal or Designee	
Ms. Roxan Mathurin	*UFT Chapter Leader or Designee	
Ms. Tina Richardson	*PA/PTA President or Designated Co-President	
Ms. Jacqueline Powell	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	
Ms. Marilyn Carella	Member/ Teacher	
Ms. Suzanne Tansey	Member/ Teacher	
Ms. Michelle Reed	Member/ Parent	
Ms. Kisha Meyers	Member/ Parent	
Ms. Cheryle Chewing	Member/ Teacher	
Ms. Conchita Contreras	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, we will improve teacher effectiveness as demonstrated by at least 75% of our staff achieving an overall rating of Effective or Highly Effective according to the HEDI Scale used in the Danielson Framework.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 As per our yearly progress report, student performance received an 11.6 out of 25 giving us a letter grade of C in this sub-category. This letter grade measured student results on the 2013 state tests in English and Math. In order to increase the student performance in these academic areas, a focus to improve teacher effectiveness through participation in the Teacher Effectiveness Program has been implemented

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

All classroom personnel will have three informal observations and one formal observation using the tools provided by the Teacher Effectiveness Program
 1. embedded in the Danielson Framework

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

Principal and Assistant Principal will conduct the three informal observations and one formal observation. School administration will use the Danielson Framework guidelines when assessing the teacher effectiveness. Principals and Assistant Principals will determine the effectiveness of the teacher
 1. based upon the categories outlined and set forth by the Danielson Framework.

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

Feedback sessions will be scheduled for teachers during which teachers will self-assess their lessons based upon the Danielson Framework. The Principal and Assistant Principals will schedule post-observation feedback sessions using the Danielson Framework and other recommendations for
 1. Professional Development opportunities to promote teacher effectiveness.

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

These instructional strategies and activities will be implemented throughout the course of the academic year. Informal and formal observations will be a key factor in determining the various individualized professional development plans that will be implemented based upon the individualized needs of the teacher. In addition suggestions will be made based upon these observations with suggestions for progress to the next level of the Danielson Framework. Recommendations will include the use of Advance and learning opportunities that it provides

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

1. Professional development will be provided to teachers and additional resources as needed.

Strategies to Increase Parental Involvement

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

Parents will be involved in the SLT and through Parents Association workshop parents will be kept up to date on goals periodically.

Budget and Resource Alignment

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

	Tax Levy	X	Title IA	Title IIA	X	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 #2

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

Annual Goal #2

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

To decrease the number of referrals to the Committee on Special Education by 20%

Comprehensive Needs Assessment

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

As per the New Special Education Reform, students with disabilities benefit both academically and socially when placed in the least restrictive environment. The least restrictive environment either being Resource Room or an Integrated Co-teaching setting. In order to go along with the reform, the measurable objective will be to decrease the number of initial referrals to Committee on Special Education. The number of initial referrals will decrease by 20% down from 36 initials and reevaluations from the 2012-2013 academic school year.

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

We will continue to implement the RTI Model through early identification of students demonstrating patterns of concern as evidenced by Standardized Test Scores, Fountas and Pinnell Assessments, Go Mathematics Assessments, ITA's, Predictive Exams, and daily informal classroom assessments. Students who are identified as struggling will be provided with increasingly intensive interventions on a daily basis. These intensive

1. observations will be on an ongoing basis and based upon the content area that they are deficient in.

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

In order to decrease the number of referrals to the Committee on Special Education key personnel and various resources will be implemented. Key personnel will include classroom teachers who will meet as teacher teams to discuss areas of academic concern in the classroom. Teachers will meet on an ongoing basis to discuss classroom instruction and analyze data to look for trends and drive their instruction.

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

Teachers will be included in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies and activities. The Fountas and Pinnell Leveled Intervention Literacy System will be implemented to target those students who are struggling in the area of ELA. The Universal Design for Learning will be used as evidenced by teacher lesson plans and classroom practices. As part of instructional practices, small group instruction through guided groups during the AIS periods. There will also be the implementation of the Mad Minute and Mathletics for students struggling in the area of mathematics. In addition new protocols have been established for our Child Study Team meetings to include the classroom teacher. Teachers will be required to bring evidence of student performance and work samples to share and discuss with the team. A student intervention binder will be established to enable teachers to check prior student interventions and/or referrals. Saturday Academy will also be implemented and all students will be invited to attend in order to increase student performance in the areas of ELA and Mathematics. Implementing the Saturday Academy will enable the students to take part in extensive test prep and be exposed to various techniques and strategies that they can use on the New York State Tests. Classroom teachers in grades 3-5 will also implement various strategies and techniques through whole group and small group instruction.

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

Students will be regularly monitored (every six weeks) to determine whether or not they are making progress as per their IEP goals and formal and informal classroom assessments. The interventions that are being implemented will be adjusted accordingly as per the individual needs of the student. Student work samples will be tracked and analyzed for growth. The various interventions will be re-evaluated for effectiveness in the middle of the school year (February 1), and changes, if necessary will be incorporated.

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

1. Teachers will be invited to discuss students at the Child Study Team where they will be given strategies in how to assist students. Teachers will also be given professional development in RTI strategies as needed.

Strategies to Increase Parental Involvement

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

Parents will be educated via the School Leadership Team and PTA meetings about the special education reform. Various presentations will take place to keep

parents informed on an ongoing basis about strategies that they can use to support their child's learning experience.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To increase the percentage of students attaining Level 3 on the New York State ELA and New York State Mathematics Exam (April 2014) by 30%.

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.

There will be an increase of 8% of students who attain a Level 3 on the ELA in April 2014 as compared to May 2013.

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

Students will be identified early on in the academic year. Struggling students will also be identified as per classroom data which is collected through formal and informative assessments. All classroom teachers will use data from Fountas and Pinnell Assessments to track student performance throughout the school year. Classroom teachers will also gather data from Standardized Test Scores, , Go Mathematics Assessments, ITA's, Predictive Exams, and daily informal classroom assessments. Upon collection of the data, teachers will analyze the data and identify trends that they may notice among their students. Teachers will use these informative and formative assessments to target the individual needs of the students whether it be in whole group instruction or small group. In order to analyze student writing, teacher teams will meet on an ongoing basis to analyze student writing. The teacher will use classroom writing assignments tasks to identify strength and weaknesses. Once these are identified, teachers will use this data to drive their instruction within the classroom. The teachers will work together to design coherent writing lessons that correlate with the common 1. core writing standards for their specific grade level. Teachers will also keep working portfolios.

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

Classroom teachers will be involved in ongoing professional development that will expose them to strategies and techniques they can implement within their classroom to meet the needs of those students who are struggling. Teachers will work together on teacher teams to analyze data from formative and informative assessments. The teachers will then use this data to form ELA and Math groups in their classroom. Classroom teachers will use the data they collected to drive their instruction. Teachers will also engage in professional development opportunities that will provide them with the opportunity to learn strategies to improve their questioning techniques. The Child Study Team will also work together with classroom teachers to evaluate student work and share best practices.

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

Teachers will have grade level meetings to discuss their academic assessments. The teachers will analyze the data to determine the effectiveness of the programs that are being implemented.

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

There will be an increase of 8% of students who attain a Level 3 on both the New York State ELA and New York State Mathematics Exams in April 2014 as compared to May 2013.

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

1. All students in Grades 3 - 5 will be invited to attend a ten week Saturday Test Prep Academy to learn new strategies and provide enrichment as well as remediation for those students who need it.

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 PTA as well as school personnel will hold workshops that focus on the NYS ELA and Math test. By attending these workshops parents will learn about the expectations of these NYS exams. Parents will learn about how these exams are aligned with the Common Core Learning Standards. As a part of these workshops parents will learn the strategies and materials that classroom teachers are incorporating into the classroom to prepare the students for these exams. Classroom teachers will also work with parents and show them how to utilize the ARIS and ACUITY website to learn about their child's academic data.

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.

By June, 2014, achieve an increase of 40% of the number of ELL students attaining Advance Status as measured by the NYSETELL

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.

25% of all students taking the NYSETELL will improve a cumulative total of 43 points thus meeting their AMAO1

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. Students are identified as evidenced by the results indicated by NYSESLAT and LAB-R

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

A full time ESL teacher has been put in place to service students. Students are also provided with academic support on a daily basis during the AIS

1. period. The SETTTS teacher also provides supports for students

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

1. There is an ongoing review of student work and Fountas and Pinnell assessments will be evaluated regularly

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

1. The results of the 2014 NYSETELL will show that 25% of all students will meet their AMAO1.

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

1. A full time ESL Teachers, Saturday Test Preparation Academy and implementation of IXL Program.

Strategies to Increase Parental Involvement

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

Parents will be involved in the SLT and through Parents Association workshop parents will be kept up to date on goals periodically

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading Groups, Literacy Intervention Kits Saturday Academy	Academic Intervention Services are provided in small group 8:1 Small group	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00
Mathematics	Mad Minute Mathletics Math Programs Saturday Academy	Academic Intervention Services are provided in small group 8:1 Small group	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00
Science	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00
Social Studies	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00t applicable	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00	During the AIS period Monday-Friday 8:30-9:20 Saturdays 9:00-12:00
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive at-risk counseling	Academic Intervention Services are provided in small group one-to-one	During the AIS period Monday-Friday 8:30-9:20

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We have 100% staff of highly qualified teachers who have permanent New York State Certification. Throughout the year professional development is offered to our teachers aligned with the city-wide expectations. Professional development is offered on an individualized basis to meet the needs of the teachers. Principal and Assistant principals will conduct three informal observations and one formal observations for each teacher using the tools provided by the Teacher Effectiveness Program embedded in the Danielson Framework. Feedback sessions will be scheduled for teachers during which teachers will self-assess their lessons based on the Danielson Framework. Principal and Assistant Principals will schedule post-observation feedback sessions using the Danielson Framework and offer recommendations for Professional Development Opportunities to promote teacher effectiveness.

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).
As professional development becomes available through the network and The Department of Education, all constituents mentioned above will be sent periodically throughout the year. The expectations of turn key professional development is tantamount to its success.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are distributed equally and unequivocally without bias or prejudice.

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.).
Our transition plan includes workshops for families, articulation takes place between early childhood teachers and elementary teachers to transition students smoothly. The Pre Kindergarten and Kindergarten curriculum are aligned with Common Core Standards.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers use their common planning time to plan and implement various lesson plans, assessments and research based interventions within their classrooms.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 093
School Name The Dr. Albert G. Oliver School		

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

Principal Mr. Jonathan Kaplan	Assistant Principal Ms. J. LaRusso/Mr. L. Rivera
Coach Ms. Francis Ortiz	Coach
ESL Teacher Ms. Jacqueline Devanny	Guidance Counselor Ms. Elizabeth Cruz
Teacher/Subject Area Ms. Julie Hallahan	Parent Ms. Tina Richardson
Teacher/Subject Area Ms. Susan Carpentier	Parent Coordinator Ms. Laura Barton
Related Service Provider Ms. Norma Palmer	Other type here
Network Leader(Only if working with the LAP team) Ms. Marks	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	366	Total number of ELLs	31	ELLs as share of total student population (%)	8.47%
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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														
Push-In	0	4	9	5	6	7								31
Pull-out														0
Total	0	4	9	5	6	7	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	12	9	0	7	0	0	0	31
Total	22	0	12	9	0	7	0	0	0	31

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	6	3	6	5	0	0	0	0	0	0	0	23
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	2	2	0	2	0	0	0	0	0	0	0	7
TOTAL	0	4	9	5	6	7	0	0	0	0	0	0	0	31

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	2	1	0	1	0	0	0	0	0	0	0	4

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)	0	2	4	2	3	2	0	0	0	0	0	0	0	13
Advanced (A)	0	2	2	3	3	4	0	0	0	0	0	0	0	14
Total	0	4	8	6	6	7	0	0	0	0	0	0	0	31

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	3	3	0	0	6
5	3	3	0	0	6
6					0
7					0
8					0
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	4		2		0		0		6
5	2		4		0		0		6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		4		1		6
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 are currently using Fountas and Pinnell to assess the early literacy skills of our ELLs as well as our monolingual students. The administration of the LAB-R and the NYSESLAT determine the level of English Language Proficiency.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that many of our students are proficient in listening and speaking but need further development in reading and writing.
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](#))
In looking at the modalities in the AMAO tool it was apparent that our students were proficient in the areas of listening/speaking. While this is an area that we will continue to focus on, our main focus and lesson objectives will be met through increased reading and writing in targeted data driven instruction. Through the use of our Ready Gen literacy program we will be able to look at the students progress through ongoing assessments. These assessments review sessions will take place through our inquiry and grade level teams.
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?
 - a. ELL students are not tested in their native language other than the Spanish version of the LAB-R as needed.
 - b. ELL assessments, as well as all assessments, drive all instructional implications.
 - c. Approximately 10% of all students test out of the program each year.
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](#).)
Data is used in our school to inform instruction for all of our students. In looking at the RTI framework for our ELL students, they are tiered into the various levels and differentiated instruction is planned through the depth of Knowledge framework. With this framework our ELLs students instruction parallels all instruction that takes place in our school. The methodology of deliverance is different but set goals and objectives are the same.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our classroom teacher and ESL teacher collaborate on a weekly basis about current classroom objectives. The ESL teacher communicates with the classroom teacher about her successes and or concerns with each child that she services. The needs of the various types of learners are discussed and adjustments are made accordingly. For example; the front-loading of challenging vocabulary in order to allow the students to gain foresight and understanding of the lesson prior to its presentation.
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.).
Success is evaluated based on the results of the NYSESLAT and also on the attained proficiency levels on the NYS English Language and NYS Mathematics Assessments. As with any AYP goal, this is contingent upon scores reported by New York State and their assessments.

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](#).) All parents of new public school enrollees in New York City are required to complete a Home Language Identification survey (HLIS) to show what language the student speaks at home. Then depending on HLIS: One question in (Part 1: questions 1-4) indicates that student uses a language other than English AND two questions in (Part 1: questions 5-8) indicate that student uses a language other than English. If a language other than English is indicated, a teacher conducts an informal oral interview with the student in the native language and English to make an initial determination of the student's understanding of, and ability to speak the English language. The survey helps the school identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. During registration various pedagogues assisted in the screening and administering the HLIS. All initial testing and placement is done by a certified ESL teacher.

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. Public School 93 has always insured that the parents understand all three of the program choices being offered. This requirement was fulfilled by inviting the parents to a parent orientation meeting. This enabled the parents to view a tape or CD which explains the various programs offered. The CD was shown in English and Spanish to assure that it was understood by all the parents. The current program for ELLs consists of a free standing ESL program with push-in/pull-out services from both general and special education classes.

The current ESL program is a Push-in/Pull-out model taught by a full-time ESL certified teacher. Students will be placed in classes on their grade to meet the scheduling requirements of our literacy block that will coincide with the ESL teacher using the push-in model. The ESL teacher will support the classroom literacy initiatives for the designated ELL students within the class. All ELL students (free standing and also those students in bilingual classes are assessed annually with the NYSESLAT to determine the need for further placement. The need of ELL students will also be recognized through a renewed school wide awareness of the culture of our ELL students. ELL students and their families are included in all schoolwide activities increasing their exposure and immersing them in the culture and language. We pride ourselves on our being successful and building their exposure to our school community.

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](#)].)

Parent Survey and Program selection form are given to the parents during the Parent Orientation Meeting to be completed before they leave. If parent does not attend, the survey is sent home with an Entitlement letter, then another parent orientation is offered.

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.

Once a teacher has collected the HLIS and interviewed the students/parents and determine that a language other than English is spoken, and the student is not English proficient, then the student is administered a Language Assessment Battery-Revised (LAB-R). This is a test that establishes English proficiency level. Students who score below proficiency cut score on the LAB-R become eligible for state mandated services for ELLs. Students who speak Spanish and score below proficiency cut score on the LAB-R are also administered a Spanish Lab to determine language dominance.

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.

Our ESL students are tested in a secure location within our building. Students are administered the speaking portion of the exam one to one. All testing accommodations and modifications are adhered to. Testing conditions are always status quo throughout our building. Our licensed ESL specialist administers the exam with proctors selected prior to any testing in our building.

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. ⓘ
After reviewing the parent survey and program selection forms for the past years, most parents have requested an ESL program for their children. The few parents who requested a bilingual placement were advised of the transfer option alternative. Parent Assurance surveys were completed and returned after the parent orientation meeting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
Our ELLs are given the same curriculum as all of our students in our school. Our ELLs program adheres to State Learning Standards in all areas. Through the use of balanced literacy supported by Ready Gen and the use of Go Math in support of our math program, our ELLs students are prepared through a differentiated approach. Our curriculum is aligned with the Common Core Standards inclusive of an ELLs component.
- a. The organizational models used are push-in /pull-out model. Collaboration between the classroom teacher and our ESL specialist is continuous throughout the school year.
- b. Our classroom make-up of students is balanced by ability. Our ELLs students are placed in classrooms with mixed proficiency levels.
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)?
All our programs for ELLs offer the necessary ESL and ELA instructional minutes required by (CR Part 154). These regulations require that students, grades k-8, at beginning and intermediate levels of English proficiency must have 360 minutes

of ESL. At the advanced levels of English proficiency, students in all grades must take 180 minutes of ESL and 180 minutes of ELA instruction. The certified ESL teacher provides the necessary hours of instruction to designated students. Classroom teachers also reinforce language strategies in literacy instruction within their class using differentiated instruction.

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.

Literacy materials used within ESL instruction are content area based to coincide with the content area curriculum in each grade. Instruction is differentiated based on the levels of questions/activities that children are asked within each group.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All eligible children are tested in the English language version of the LAB-R upon entrance to the school. Also, helpful in the evaluation process is the information provided on the Home Language Identification Survey. Based on the results of the English language form of the LAB-R, the Spanish version of the LAB is administered. Recommendations, based upon these assessment results, are then made for ESL instruction or for bilingual class placement.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs students are assessed in all areas as are our overall student population. Assessments are used throughout the day and teachers keep anecdotal records on various aspects of the child's performance. Through the Fountas and Pinnell program, students are assessed numerous times in the areas of fluency and comprehension. Writing is assessed through a writer's workshop model and student work is analyzed during grade level meetings. Through turn and talk activities, oral presentations and conferring with students one on one, teachers are able to assess the child's ability to communicate through speaking.
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).

a. At this time our school has no students who have had interrupted education but if we were to have any we would do the following: Look at any prior records of school history, assess through an approved assessment tool to indicate a child's current level in all modalities, enlist the help of instructional staff, and monitor closely through follow-ups with our RTI committee.

b. Students who fall under this criteria are placed accordingly in a classroom supported by Academic Intervention Services, Computer programs such as Imagine Learning, Brain Pop Jr, and Brain Pop ESL , Saturday Academy, ESL services and an Extended Day Program.

c. Students who fall under this criteria are placed accordingly in a classroom supported by Academic Intervention Services, Computer programs such as Imagine Learning, Brain Pop Jr, and Brain Pop ESL, Saturday Academy, ESL services and an Extended Day Program.

d. Our long term ELLs students will be tracked and assessed yearly and if necessary will be brought up to our Child Study Team to be evaluated for a possible referral to the Committee on Special Education.

e. We have a transitional program which involves our ESL teacher and classroom teacher. Built -in to the ESL teacher's schedule are articulation periods which will allow her to "check -in" with teachers of students who were eligible and have tested out of the ESL program.

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?

All students are exposed to grade level curricular materials. Vocabulary is developed through a multi-sensory approach. Depending on grade level, picture cards or vocabulary word cards are used. Our schools instructional focus is centered around vocabulary. In select grades big books are used to develop language and meaning. Higher order questions and thoughtful responses are developed using specific vocabulary to develop meaning and comprehension . Some of the strategies used to make content more comprehensible for ELLs-SWDs are scaffolding skills, bridging, explicit modeling, sentence starters, modification of text, small group instruction and guided reading.

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?

Students who are identified as ELL-SWDs are provided with instruction based on their individual needs. Some students are part of a pull-out program(mixed proficiency model) and others are provided with instruction during the classroom literacy block. The ESL teacher will provide support to eligible students during this instructional period. Additional enrichment time is provided

during our school-wide AIS program from 8:30 am -9:20am. In addition, we ensure scheduling flexibility by allowing service providers to collaborate with teachers so that students are not pulled out for services during reading and mathematics. The ESL provider pushes in.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

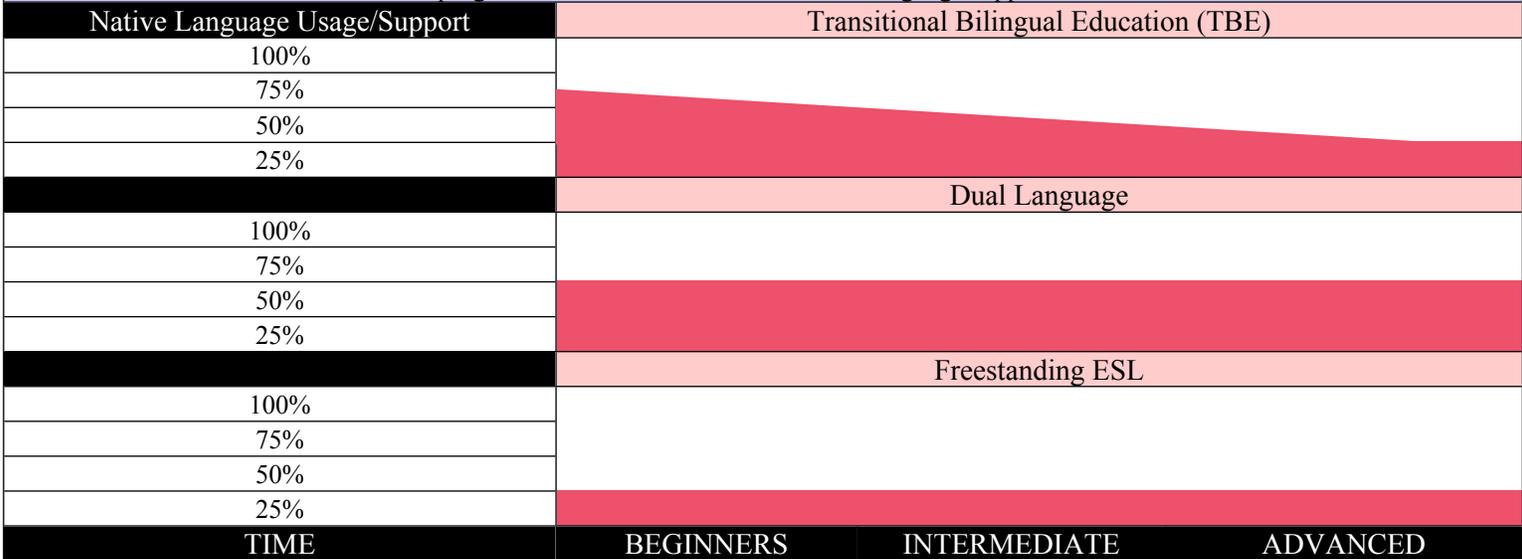
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Support for students within the classroom and outside of the classroom comes in many varieties of instructional practices and resources. We offer Academic Intervention Services, Saturday Academy, Pull-out/Push-in ESL services, computer programs such as Brain POP, Imagine Learning, Mathletics and Common Core materials such as Ready Gen and Go Math.

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

Our ELLs population continue to make their AYP. Our ELLs students continue to progress with the rest of our students in our building.

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

The new programs that we are currently using are Imagine Learning, Brain POP, Mathletics. We will plan improvements according to need based on data.

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

N/A

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

All programs are available to all students in the school. Our written translation and oral interpretation to our families allow them to be kept in the "loop" about happenings, activities, and pertinent information pertaining to our school.

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

Computers, the library, Common Core Materials and other resources are available to our ELLs students just as to our non- ELLs students. We use Attanasio & Associates Getting Ready for the NYSESLAT to prepare the students for the NYSESLAT.

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

Native language support is delivered through the mandated instructional periods of native language arts and through materials that support English as a Second Language Acquisition.

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

We are a team that is ready, willing and able to support our students. All of our support service providers articulate with the classroom teachers to ensure that our ELLs students have access to the most current and progressive materials.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We hold parent orientations for newly enrolled ELLs.

18. What language electives are offered to ELLs?

N/A

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.

1. An essential part of our English as a Second Language Program is our comprehensive professional development component. We strongly believe that the quality of our Free Standing ESL program is shaped by the quality of the teacher, therefore, we provide differentiated professional development for our teachers within and outside of the school.

2. All teachers periodically attend professional development on site at our building and off site. As part of the ongoing conversation about the Common Core Standards and its ramifications concerning all of our students and the need to differentiate to meet these standards, the ELLs population has been included in these professional development sessions.

3. Our entire instructional staff has been involved in ESL coaching sessions where all teachers participate in studying and discussing topics such as : Developing Literacy Skills in ELL students, differentiated instruction, teaching the Content Areas through ESL strategies, providing vocabulary instruction We will continue building out teachers' professional development by engaging teachers in the best research based teaching practices including scaffolding techniques and Accountable talk.

4. This school year, teachers will receive support in scaffolding techniques as well as quality teaching for ELLs. These supports will continue throughout the entire school year for all teachers. New teachers will receive the mandated 7.5 hours of ELL training (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?

1. All parents are communicated with and attend various activities. ELL workshops take place periodically throughout the school year. All parents attend Parent-teacher conferences and parent association meetings in which all events are communicated with translated mailings. Classroom celebrations such as publishing parties and writing celebrations are communicated to the parents by backpack mail and are translated as well.

2. Our school works with the Virtual Y as an after-school program entity at our building. The counselors are all bilingual and work with the students in both Spanish and English.

3. The ESL teacher meets with the parents of our ELLs students three times a year. The ESL teacher is available to parents on a daily basis and assures that parents with any issues are tended to immediately.

4. Our family workers have their own rooms where parents can attend workshops, have lunch and share concerns about their personal lives and their child's education.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Albert G Oliver

School DBN: 08x93

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Jonathan Kaplan	Principal		1/1/01
Ms. Jacqueline LaRusso	Assistant Principal		1/1/01
Ms. Laura Barton	Parent Coordinator		1/1/01
Mrs. Jacqueline Devanny	ESL Teacher		1/1/01
Ms. Tina Richardson	Parent		1/1/01
Mrs. Hallahan	Teacher/Subject Area		1/1/01
Ms. Mathurin	Teacher/Subject Area		1/1/01
Ms. Francis Ortiz	Coach		1/1/01
	Coach		1/1/01
Ms. Cruz	Guidance Counselor		1/1/01
Ms. Roxan Marks	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: 08x93 School Name: Dr. Albert G.Oliver

Cluster: 4 Network: 401

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.

Throughout the year we take different measures to ensure that our non-English speaking parents are actively engaged and involved in our school community. Mailings in English and Spanish are sent home to parents in reference to happenings and important dates at our school. My ESL Specialist not only holds her orientation meetings early in the year with parents, she also does outreach through phone calls and letters home to these families concerning various school matters. We continue to value all parent's contributions to our school community. One hundred percent of our parents completed the home survey which shows our commitment to hearing all of our parents whether English speaking or non-English speaking. During registration, our non-English speaking parents are given assistance by various members of our staff paying close attention to the Home Language Survey.

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

Our parents who speak in languages other than English, are targeted with increased communications by written and verbal means. The information about our quantitative findings are shared with our Parents Association as events are held in our building. Our Family Workers have workshops that take place throughout the year on various topics. All informational mailings are translated into Spanish. Our in house staff is available to translate at any workshop or meetings.

Part B: Strategies and Activities

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

Documents are downloaded from NYCDOE sites in various languages as needed. We have an in-house grade one teacher who translates documents including parent letters, health and safety matters. Parent volunteers have offered their services as well. With all this support it is evident that all mailings go home in a timely manner and no group is left out because of a lack of personnel to translate pertinent materials.

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.

Our Parents Association meetings have a variety of topics and oral translation services available to those who need them.

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>.

Letterheads will be placed upon the aforementioned regulation and distributed through back-pack mail to all families.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Public School 93

DBN: 08x093

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 25

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

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:

There will be a Saturday "Success Academy" which will be held for 12 Saturdays from January 12th - May 11th, from 9:00 A.M. - 12:00PM. This program will be available for all ELLs and bilingual(SE) students in grades 3-5 (total of 36 hours). The focus of the program will be on language acquisition. As well as developing students' vocabulary in their writing and on non-fiction written reports. The program will include explicit instruction that will focus on vocabulary development through the strategic reading of materials and texts at and above students' independent and instructional reading levels. Explicit lessons will be prepared to target vocabulary development. As NYSESLAT test time approaches the focus will be to engage students in test prep using test prep materials. Particular attention will be paid to the writing test. We will also use the "Buckle Down" test prep materials which is fully aligned to All Tested Performance Indicators. The language of instruction will be English with Spanish support where needed. We looked at the subtests on the NYSESLAT and used the data from the AMAO tool to target the students who did not make sufficient gain. There will be 2 teachers for this program, one of which is the ESL teacher and the second, a Common Branch teacher who is bilingual.

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:

Our goal as a school is to improve instructional practice, which leads to improved instructional outcomes for all of our students with particular attention to our ELLs and our students with IEPs. Our Professional development is data driven, it addresses the needs of our students as a "whole child".

An afterschool Professional development program will be offered to all classroom teachers that will provide training in the use of ELL strategies and methodologies for ELL students in the monolingual classroom. This will be designed to help teachers support the learning needs of the ELL students in all areas of classroom instruction. The rationale for this is based on test data indicating that our ELLs did not make AYP on the New York State ELA (2012).

This will be a two session program (total 4 hours) over a two week period offered during the month of January (2013). The PD opportunity will be offered to all general and special education teachers (maximum of 15). The topics to be covered will include vocabulary development, comprehension skills and expressive language. Also, topics that are alligned to the item analysis of the NYSESLAT will be reviewed.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be invited to attend workshops in order to teach/train and provide assistance with good home practices that provide support and academic achievement in school, nutrition and good health practices; awareness of the affects of good attendance, which provide continuity in instructional programs.

- . Support for immigrant parents with English as a Second Language (ESL), United States history, and citizenship classes.
- . Parent outreach to promote and continue student attendance via telephone calls and letters to the home.
- . A technology workshop for parents to help in navigating the DOE website as well as ARIS.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		