



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MS 129 ACADEMY FOR INDEPENDENT LEARNING AND LEADERSHIP

DBN (i.e. 01M001): 12X129

Principal: RAYMOND GRANDA

Principal Email: RGRANDA@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: BEN SOCCODATO

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
Raymond Granda	*Principal or Designee	
Lauren Council	*UFT Chapter Leader or Designee	
SueLynn Alvarado	*PA/PTA President or Designated Co-President	
Germaine Baker	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	
Sharon Davis	Member/ CSA	
Mildred Crespo	Member/ UFT	
Jacquelyn Hill	Member/ UFT	
Ernest Lowery	Member/ UFT	
Agnes Paez	Member/ UFT	
Judith Budraj	Member/ Parent	
Glendaliz Martinez	Member/ Parent/co-president	
Dorothea Grant	Member/ Parent/Recording Secretary	
Jennifer Quinones	Member/ Parent	
Carlos perez	Member/ Parent	
Gisselle Hernandez	Member/ Parent	
Valencia Gilbert	Member/ Parent	
	Member/	
	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, MS 129 will increase staff attendance by 8% based on our 2012-2013 staff attendance in which 507 absences occurred (excluding maternity leaves and long term absences). The goal of an 8% decrease will be achieved if staff absences decrease to 466 absences or less for the 20113-2014 school year.

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.

-Setting an example for positive staff attendance, will in turn increase student attendance. We recognized a relationship between teachers with poor attendance and their classes having poor attendance.

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

- Positive attendance rewards (tangible) will be given to student/staff members who show high rates of attendance.
- Teacher raffles for positive attendance will be utilized.
- Student raffles for attendance will be utilized.

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

- Attendance Teachers, Mr. Sexton and Mrs. Bruhier. Parent Coordinator, Germaine baker, Secretary, Ms. Nieves.
- Principal, Ray Granda.
- Assistant Principal's Joy Paez-Estrada, Sharon Davis, and Amanda Diaz.

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

- All strategies utilized will be evaluated for success during common planning meetings with teachers and administration.
- Principal will calculate monthly staff attendance and compare it to their class's attendance.
- Office staff Sexton, Baker, and Bruhier will check attendance on a daily basis for signs of increased or decreased student attendance at various times throughout the week to ensure success in our chosen strategies.

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

- September 2013-June 2014
- September 2013-June 2014
- September 2013-June 2014

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

- Raffle tickets will be used on a weekly basis
- Staff will receive monthly raffle tickets for end of the year incentive raffle.
- \$6000.00 worth of student tangible incentives (sporting equipment, movie tickets, etc) have been received via an attendance improvement grant.

Strategies to Increase Parental Involvement

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

Monthly student attendance awards and breakfasts: For all students who have had 100% attendance of the current month will be invited to a congratulations breakfast.

Families will receive and invitation to come and join their child. Staff with 100% attendance will also be invited to the breakfast. "Coffee and Tea with the principal" is a new program where parents can come and have breakfast with the principal and discuss

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	X	Grants

List any additional fund sources your school is using to support the instructional goal below.
 \$6000.00 attendance grant was received for student tangible incentives through network 532.

Goal and Action Plan #2

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

Annual Goal #2

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

-By June 2014, a minimum of 10% of the ELL population in grades 6-8 will show growth on the NYSESLAT within the AMAO I, AMAO II or AMAO III targets. Students will show growth within proficiency level by increasing their NYSESLAT scores (at least 43 points), or will show growth by moving up at least one proficiency level from a beginner to intermediate, intermediate to advance, or advanced to proficient).

Comprehensive Needs Assessment

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

- Based on the AMAO estimator tool, we have noticed a significant drop in the percent of ELL students who meet AMAO I, II or III. We noticed that ELL students struggle in the reading and writing portion of the NYSESLAT. Many of the students scored intermediate or advanced in the listening and speaking portion of the test but failed to show growth in the reading and writing portion, resulting in the decline of growth on the test. We have recognized that more often than not students who have not achieved proficiency on the NYSESLAT exam are the same students that receive a level 1 on the ELA state exam.

Instructional Strategies/Activities

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

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

- Guided reading/Fountas and Pinnell reading leveled books
- Rosetta Stone technology program purchased for student and parent use.
- Achieve 3000 technology purchased to assist ELL students in one to one instruction.
-

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

- All ELA classroom teachers
- Ms. Laberee (ESL certified), Ms. Gomez (Bilingual certified), Ms. Diaz (Bilingual AP), Ms. Ayavaca (Bilingual math), Ms. Cotto (Bilingual ELA), Mr. Aversano (technology educator),
- Ms. Laberee (ESL certified), Ms. Gomez (Bilingual certified), Ms. Diaz (Bilingual AP), Ms. Ayavaca (Bilingual math), Ms. Cotto (Bilingual ELA), Mr. Aversano (technology educator),

1.

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

- 1. Students will be assessed formally 2 times per year and informally every week regarding "guided reading and running records growth".

- 2. Assessment is ongoing through the “Rosetta Stone” online language learner. The assessment tool is a component of the program that the teachers monitor on a day to day basis.
- 3. “Achieve 3000” has ongoing assessment tools designed in the program that the instructors monitor on a day to day basis. Monthly printouts of growth are produced

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

1. October 2013-May 2014
2. September 2013-June 2014
3. October 2013-June 2014
- 4.

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

- a) strategies/activities that encompass the needs of identified student subgroups,
 - The use of graphic organizers for ELL students, Literacy centers, Guided reading/Fontas and Pinell reading leveled books and non-fiction leveled articles.
 - Rosetta Stone technology program requires the use of computers and headphones (with a microphone) for each individual.
 - Achieve 3000 technology requires that all students use a computer with internet access.
 -

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 of ELL students will participate in the Rosetta Stone program. They have the option of attending sessions during extended day to help them attain English proficiency.
- Parents of incoming ELL students will complete a parent orientation where they will be able to ask questions in regards to the programs offered in the school as well as to place their child in a program of their choice.
- Parents will receive periodic notifications which will be mailed home in regards to their child’s progress. Some of the assessments that will be used to track progress is Rosetta Stone and Achieve 3000 online assessments.
- Parent workshops on NYSESLAT testing and vocabulary development.

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	X	Title III	Set Aside	Grants
----------	----------	-----------	---	-----------	-----------	--------

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 1. Title III money utilized in the following manner to support our ELL students and CEP goal:
 - 9300\$ of per session monies allotted for morning tutoring from 7am-8am, Saturday Academy, Achieve 3000, and after school “Rosetta Stone” usage.
 - 1500\$ used for Empire test prep books.
 - The following staff members are servicing students and being funded through title III monies: Ms. Diaz, Ms. Rosa, Ms. Laberee, Ms. Ayavaca, and Ms. Gomez.

Goal and Action Plan #3

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

Annual Goal #3

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

- By June 2014, at least 7% of the students with disabilities enrolled as of September 18th, 2013 will move into a less restrictive environment (LRE). This will include full-time IEP students getting part time general education services (mainstreaming), full-time IEP students moving into a LRE, part-time (or full-time) IEP students becoming decertified, *and/or* IEP students with related services moving from individual services to group or decreasing frequency of service, or terminating related services; This may also include changing one-to-one full-time paraprofessional services to part-time or group services or terminating one-to-one paraprofessional services.

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.

- We reviewed the students with Individualized Education Programs (IEPs) and looked at the history of their recommended services. There were incoming students who had years of continued related services (counseling, speech, occupational therapy, physical therapy) with the same frequency and duration for their special education career. We reviewed improved academic performance based on student report cards, class performance, and Acuity results.

Instructional Strategies/Activities

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

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

a) strategies/activities that encompass the needs of identified student subgroups

- Using Fountas & Pinnell leveled readers to consistently differentiate reading instruction in small group settings to promote growth. Students will be assessed formal 2 times per year and informally every month regarding “guided reading and running records growth”.
- All students will be involved in pre, mid, and post testing to effectively evaluate growth.
- Before school, after school, and lunch small group tutoring

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

- All special education ELA teachers, guided reading materials
- Mr. Aversano (Technology Coordinator), Ms. Paez-Estrada (AP Spec Ed.)
- Special Education Staff: Ms. Cotto, Ms. Verzosa, Ms. Jones, Ms. McDonald, Mr. Schall, Ms. Davis, Ms. Torres, Ms. Dietz

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

- Teachers will meet two times per week for common planning/subject/grade meetings to discuss academic assessments and evaluation of strategies and activities utilized.
- RtI (Response to Intervention) Committee will meet with teachers to discuss possible mainstreaming of special education students and possible transitions to LRE dependent upon pre, mid, and post test results.
- Teachers will track student growth from session to session using a guided reading tracking form.

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

1. September 2013-June 2014
2. September 2013-April 2014
3. January 2014-April 2014

4.

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

- Using Fountas & Pinnell leveled readers to consistently differentiate reading instruction in small group settings to promote growth
- Using READY workbooks and simulated test prep materials to give pre, mid and post assessments
- Using Achieve 3000 non-fiction articles/ COACH workbooks

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).

- Increased parent awareness of the IEP process through individual meetings with special education parents.
- Rtl interventions will take place before a child is referred for possible special education services.(Parent included in decision making and student plan)

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

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

- Title I utilized for Fontas and Pinell leveled texts as well as READY test prep books.
- Title III utilized for Achieve 3000
- Tax Levy utilized for Rosetta Stone

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.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - 1) During the 2013-2014 school year all students (including students with disabilities and English Language Learners) will improve their "Fountas and Pinnell" initial running record scores as per the following:
 - *30% of students who have an initial running record between "A and R" will grow by two scale score levels.
 - *50% of students who have an initial running record between "S and Y" will grow by one scale score level.

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.

- After reviewing our May running records for the 2012-2013 school year, we have recognized that our students are significantly behind grade level regarding reading (The majority are 2 to 3 years below grade level). Results of the NY state exam showed that 90% of our students are below proficiency in ELA.

Instructional Strategies/Activities

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

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

- a) Strategies/activities that encompass the needs of identified student subgroups,
 - Students will engage in “guided reading” small group instruction.

 - All students will read independently for a minimum of 20 minutes per day in their ELA class.

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

- School wide ELA instructors

- School wide ELA instructors,

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

- During common planning meetings, the teachers make the decisions on how to effectively use ELA strategies during their guided reading practice and independent conferencing.

- During the 15 minutes of independent reading time, students will be given an ELA strategy as their focus for their reading. They will write responses to their readings in their writer’s notebook that will be assessed by teachers on a weekly basis. Teachers will familiarize students with ELA strategies through one to one conferencing.

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

- November 2013-June 2014
- September 2013-June 2014

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

- Fountas and Pinnell guided reading materials/- Teachers will familiarize students with ELA strategies through one to one conferencing.

- Independent, leveled reading materials

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).

“Family Funny Night” parents will be invited to MS 129 in November to work with ELA teachers regarding strategies that can be used at home to help student achievement.
Parents will be invited to all IEP meetings to discuss ELA levels and goals.
“Scholastic Book Fair” to promote reading and bring parent to the school and visit the fair.

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		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> -Title I utilized for Aussie consultant -Title I utilized for READY test prep materials -Title I utilized to purchase "Measure Up" and "COACH" materials. 										

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.
N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- Strategies/activities that encompass the needs of identified subgroups
1.
- Key personnel and other resources used to implement each strategy/activity
1.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
- Timeline for implementation and completion including start and end dates
6.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. 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	<p>Fountas and Pinnell guided reading through leveled text. "READY" NY CCLS instruction. Engage NY materials Achieve 3000 technology based programming Rosetta Stone language learning "COACH" workbooks</p>	<p>Small group tutoring with ELA AIS specialist during the school day for at risk students.</p> <p>Saturday Academy small group instruction.</p> <p>Once a week- 75 minute small group instruction-extended day</p> <p>One-to-one conferences embedded into daily instruction</p> <p>Guided reading (Fountas and Pinnell) small group instruction.</p> <p>Peer tutoring embedded into daily instruction during the school day.</p> <p>SASF as an after school program for academic and enrichment purposes from October to June.</p>	<p>AIS services occur:</p> <ol style="list-style-type: none"> 1. During the school day 2. Lunchtime 3. Before school 7:00am-7:45am 4. After school 2:30pm-3:15pm 5. Extended Day Tuesday 2:20pm-3:35pm 6. Saturdays 9:00am-12:00pm
Mathematics	<p>"READY" NY CLSS instruction Engage NY materials Teacher created problems "Measuring Up" "COACH" mathematics Direct Skill Interventions (teacher created) "Brain Pop" "CMP3 Dashboard" Test taking strategies "Skill Intervention"</p>	<p>Small group tutoring with math specialist during the school day for at risk students.</p> <p>Small group tutoring with Math teacher-during the school day. (Lunch)</p> <p>Saturday Academy small group instruction.</p> <p>Once a week- 75 minute small group instruction-extended day.</p> <p>SASF as an after school program for academic and enrichment purposes from</p>	<p>AIS services occur:</p> <ol style="list-style-type: none"> 1. During the school day 2. Lunchtime 3. Before school 7:00am-7:45am 4. After school 2:30pm-3:15pm 5. Extended Day Tuesday 2:20pm-3:35pm

		<p>October to June.</p> <p>One-to-one conferences embedded into daily instruction.</p> <p>After school and before school AIS sessions 7:00am-7:45am and 2:30pm-3:45pm</p> <p>Peer tutoring embedded into daily instruction.</p>	<p>6. Saturdays 9:00am-12:00pm</p>
Science	<p>Guided reading focused on the science based text Compilation of past Science exams</p>	<p>One-to-one conferences embedded into daily instruction</p> <p>Saturday Academy small group instruction.</p> <p>SASF as an after school program for academic and enrichment purposes from October to June.</p>	<p>AIS services occur:</p> <ol style="list-style-type: none"> 1. During the school day 2. Lunchtime 3. Extended Day Tuesday 2:20pm-3:35pm 4. Saturday 9:00am-12pm
Social Studies	<p>Guided Reading focused on leveled social studies based text Utilize a compilation of past state grade 8 exams</p>	<p>Small group tutoring with ELA/SS AIS specialist during the school day for at risk students.</p> <p>Saturday Academy small group instruction.</p> <p>One-to-one conferences embedded into daily instruction</p> <p>SASF as an after school program for academic and enrichment purposes from October to June.</p>	<p>AIS services occur:</p> <ol style="list-style-type: none"> 1. During the school day 2. Lunchtime 3. Extended Day Tuesday 2:20pm-3:35pm 4. Saturday 9:00am-12:00pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>“Owing up” curriculum “Brief Counseling” curriculum</p>	<p>Small group instruction One to one mediation Small group peer tutoring</p>	<p>During the school day interventions</p>

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

- A. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 2. 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.
<p><i>I have partnered with Dr. Wermuth and Dr. Farber from The Mercy College Education Department. They are currently forwarding the resumes of graduating students who are interested in working at MS 129.</i></p> <p>Grade/subject level teacher teams participate in the hiring process for candidates who will work in that grade. This ensures that candidates are aware of the school's team-based philosophy, and that they are a good fit for the group of professionals with whom they will most often be working. Grade / subject level teams participate in interviews, serve as hiring committee chairs, accompany principals to hiring fairs, and conduct informal lunches or meetings with finalist candidates.</p> <p>New teachers are paired with a mentor teacher from their grade/subject level team for a minimum of one year. This mentor process, not only helps incorporate the new teacher into the school, but also quickly indoctrinates them into the grade/subject-level team culture. We also offer a new teacher workshop hosted by Asst. Principal Sharon Davis. Teachers can ask any questions that they may have and also receive PD related to classroom routine and structure. All new staff are given a "PRIM" book to assist them in classroom management.</p> <p>Grade/subject level teams meet to discuss developmental needs and share these directly with the principal or other instructional leader who sits in on team meetings. Appropriate professional development and training is provided in grade level planning meetings. The grade leader within the grade level team will lead the professional development session. Principal will demonstrate lessons of ELA and SS staff members, while Asst. Principal Davis will demonstrate lessons for mathematics and science teachers.</p> <p>To ensure that all staff are highly qualified, we have a plan in place in which any staff member will be given the opportunity to attend 3 professional developments of their choice during the 2013-2014 school year.</p>

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).
<p>A key strength of the grade/subject level teams is their capacity to strengthen teachers' abilities to work collaboratively in crafting and refining outstanding lesson plans matched to the overall curriculum and CCSS. Lessons are commonly developed during grade level team meetings and are then modeled, observed, and further polished. In some instances, model lessons are taught in succession by each teammate who is observed by the other teammates and instructional leaders who provide advice and further potential refinements. By developing this framework, teachers are supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms. Teachers feel supported by a built-in library of effective lessons. As co-authors of these lessons, they also feel more empowered to tailor them as needed to meet the needs of students in their particular classrooms.</p> <p>To ensure that all staff members are highly qualified, we have a plan in place in which any staff member will be given the opportunity to attend 3 professional developments of their choice during the 2013-2014 school year.</p>

I requested and received an SBO for extended day on Thursdays from 2:20pm-3:35pm for the purpose of professional development in the areas of the Danielson Framework, the new teacher effectiveness initiative, and CCLS.

As principal, I attend monthly full day PD's provided by network 532. All Asst. Principals also attend monthly network 532 PD's.

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

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

- To ensure that students struggling to attend school because they are in a shelter or housing facility that is located away from the school receive busing and/or metro cards.
- Parenting Leadership Academy will be utilized to assist parents in truly understanding their role in their child's lives, including good attendance. Grant monies will be used to fund the workshops.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

1. Technology teacher, Mr. Aversano set up appointments with all staff members in October and November to view data from various assessments. All teachers were given results to key assessments specifically related to their students and were helped to group students effectively using the data provided.
2. During common planning meetings, the teachers make the decisions on how to effectively use math data to promote growth and ELA data to push key strategies during their guided reading practice and independent conferencing.
3. Teachers will meet two times per week for common planning/subject/grade meetings to discuss academic assessments and evaluation of our strategies and activities.
4. RTI (Response to Intervention) Committee will meet with teachers to discuss possible mainstreaming of special education students.

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).

Parent Involvement Policy

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, tea and coffee with Principal Granda, Family fun night.

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
-

Parent Compact 2013-2014

M.S. 129 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan. This policy will be discussed during our School Leadership Meetings.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will also provide information and school reports required under section 1111 of the ESEA in the language in which parents understand the best and at an effective readability level.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - Parental involvement means that the participation of parents is a two-way and meaningful communication regarding their child's academic learning, behavior management, and any other school activities, including the following:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. M.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. From the school's Leadership Team
 - b. Through the school's website
 - c. Through communication with the school's Parent Coordinator
 - d. Through
 - e. "Coffee and Tea" meetings with the principal.
 2. M.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. From the school's Leadership team
 - b. Through the school's website
 - c. Through communication with the school's Parent Coordinator
 - d. Through constant parent notifications and updates via newsletter.
 - e. "Coffee and Tea" meetings with the principal.
 3. M.S. 129 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. From the school's Leadership team
 - b. Through the school's website
 - c. Through student progress report sent home quarterly
 - d. Parents will receive daily phone calls when their child is not present to ensure that the parent is aware of the absence.
 - e. Through communication with the school's Parent Coordinator
 4. M.S. 129 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. Urban Advantage
 - b. School Leadership Team

c. Learning Leaders

5. M.S. 129 (with the assistance of parents) will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will identify that prevent greater parent involvement (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The school will use the findings to design strategies that will more effectively create parental involvement activities and to revise our compact if necessary(with the assistance of our parents).

6. M.S. 129 will build capacity for strong parental involvement in order to ensure effective involvement of parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. Common Core Learning Standards
 - ii. Student academic achievement standards
 - iii. State and local assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement. Ms. Baker (parent coordinator) will lead 18 hours of professional development workshops specifically designed to promote parent awareness regarding academics, attendance, and parenting skills. Parents of ELL students will be invited to study the "Rosetta Stone" program with their child every morning from 7:15am-8:00am.using technology.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Parent meetings
 - ii. Parent communication with the Parent Coordinator
 - iii. School newsletter
 - iv. Parent Leadership Academy
 - v. School Leadership communication
 - vi. Email communication
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents in a language that they can understand.
 - i. Translated letters will be sent to parents when applicable
 - ii. School wide telephone calls containing key information
 - iii. Updated website information

M.S. 129's Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- paying reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions
- training parents to enhance the involvement of other parents
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting phone conferences between teachers, other educators, and parents when the parent is unable to attend.
- adopting and implementing model approaches to improving parental involvement
- connecting with programs such as , “bring your child to school day”.
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 129 on January 14, 2012 and will be in effect for the period of one year beginning February 12, 2013 (when the previous plan ends).

M.S. 129, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school 2012- 2013 school year.

School Responsibilities

M.S. 129 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet demands of the Common Core Learning Standards.
2. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: progress reports quarterly, consultation with teachers and support staff via face to face conversations, letters, phone calls, phone messenger messages, website (email).
3. Provide parents reasonable access to staff. Staff will be available for consultation with parents via website (email), letters, phone calls, Messenger messages.
4. Provide parents opportunities to volunteer and participate in activities and events at IS 129. Parents may also visit their child’s classroom; open door policy on visiting classrooms.
5. Involve parents in the planning, review, and improvement of the school’s parental involvement policy during School Leadership Team meetings.
6. Involve parents in the joint development of any School Wide Program plan (for SWP schools) during PTA and School Leadership team meetings.
7. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents (evening) so that the vast majority may attend.
8. Provide information to parents of participating students in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school’s curriculum, the forms of academic assessment used to
10. Provide to each parent an individual student report about the performance of their child on the State assessment in mathematics and language arts.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of time spent watching television and playing video games .
- Volunteering in my child’s school.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s Common Core Learning Standards. Specifically, we will:

- Do homework every day and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information given to me from my school every day.
- **SIGNATURES:**

SCHOOL DESIGNEE _____ **DATE** _____

PARENT _____ **DATE** _____

STUDENT _____ **DATE** _____

• .

**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 12	Borough Bronx	School Number 129
School Name Academy For Independent Learning & Leade		

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 Raymond Granda	Assistant Principal Amanda Diaz
Coach	Coach
ESL Teacher Leticia Laberee	Guidance Counselor
Teacher/Subject Area Maria Rosa/Bilingual Math	Parent
Teacher/Subject Area	Parent Coordinator Germaine Baker
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	80	ELLs as share of total student population (%)	15.50%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input 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%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							1	1	2					4
Push-In							1	0	1					2
Total	0	0	0	0	0	0	3	2	4	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	22
SIFE	7	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	24

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	36	7	5	15	0	2	7	0	1	58
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	3	8	0	6	11	0	7	22
Total	39	7	8	23	0	8	18	0	8	80

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	6	36					57
Spanish														
French							0	1	1					2
French														
Arabic							2	0	1					3
Arabic														
TOTAL	0	0	0	0	0	0	17	7	38	0	0	0	0	62

*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
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							5	6	0					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	0	1					3
Haitian														0
French							0	1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	0					3
TOTAL	0	0	0	0	0	0	9	8	2	0	0	0	0	19

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)							5	8	5					18

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)							3	5	9					17
Advanced (A)							18	19	8					45
Total	0	0	0	0	0	0	26	32	22	0	0	0	0	80

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	21	1			22
7	22	1			23
8	18				18
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	22		2						24
7	16	5	5	0					26
8	7	12							19
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	17	10	1	8				
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.

The scores of ELL's on the NYSESLAT or LAB-R make up the data used to place them at the beginner, intermediate or advanced proficiency levels. The scores on these assessments are varied. The proficiency level of 6th graders are 6 beginners, 4 intermediate, 18 advanced. The proficiency levels of 7th grade ELL students are 8 beginners, 5 intermediates, 19 advanced. The proficiency levels of 8th grade ELL students are 5 beginners, 9 intermediates, 9 advanced.

We currently use a variety of tools to assess the literacy skills of our ELLs:

- Achieve 3000 is utilized as a diagnostic tool to evaluate individual reading levels. This differential reading program provides an initial Lexile level which is monitored and adjusted as the students progress through the program. The data gained from this instrument supports the differentiated instruction in literacy. This program is mainly being used with the intermediate and advanced level ELL students as well as sife students.
- Fontas & Pinnel is used to construct Running Records on each student. The bi-annual assessment is a precursor to initially creating our weekly reading groups. The data produced from this individualized assessment examines both accuracy and item analysis of the student. Based upon these findings the next instructional steps are designed. Teachers continue the process by conferencing with students to assign next steps in the literacy progression. This program is used across grades and with all levels of proficiency.
- Rosetta Stone gives immediate data feedback from the highly interactive web based program. Each student progresses at their independent level as they advance through the structured listening and speaking activities. The data procured assists teachers when delivering instructions in the classroom. This program is mainly being used by Beginners and newcomers.
- ELL Acuity from Pearson Learning is a language acquisition evaluation program testing our ELLs on a bi-annual basis. The general trends of a class in addition to individual item analysis is essential in driving instructions allowing teachers to differentiate their planning and execution in the classroom.
- ELA - item analysis. Teachers use item analysis after assessments to identify and analyze trends in their classrooms. The ELL teacher and bilingual teachers use this information to help in the grouping of the ELL students and differentiation of instruction to meet individual needs.
- I-Ready(for the intermediate and advanced ELLS)
- Code-X-Curriculum for ELA across 6-8th grade.
- NYSESLAT
- LAB-R/Spanish LAB

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

Running record data provides insight as to how ELL students are reading as individuals. Specifically, the types of errors made, the kinds of cues (i.e. meaning, visual or structural cues) each student continuously use or don't use and the accuracy and correction rate; all of which affect comprehension. The data also helps teachers create their guided reading groups.

LAB-R performance indicates a specifically clear deficiency in the listening modality. This in turn affects the speaking, reading and writing modalities. The students are not meeting the benchmarks for each of the modalities. These deficiency patterns in the listening modality are also seen in the NYSESLAT results.

The data from the LAB R and NYSESLAT as well as content area assessments reveal that instruction for ELL students will need to be modified and revised by using differentiated grouping for the listening and speaking modalities. Instruction for ELL students will include intensive literacy, academic language and content area skills development by the ELL teacher and bilingual teachers.

The annual NYSESLAT provides data across all four modalities of listening, speaking, reading and writing. Our students in the past have achieved high scores in the listening and speaking modalities yet upon analysis of the 2013 assessment the data indicated a modest decrease in achievement levels. This change in statistics occurred in grade 6, 7, and 8. The Spanish LAB data also reveals a deficiency in the child's native language which requires additional support by the ELL teacher and Bilingual teacher to help newcomers master their native language in order to aquire the English language.

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](#))

ALL Beginner, Intermediate and Advanced level ELLS in grades 6, 7 & 8 demonstrated a clear deficiency in the NYSESLAT listening modality. Only one student in grade 6 met the listening benchmark.

- o In Grade 6 there was 1 Advanced ELL who missed the Proficient level by 1 point. This was in the writing modality.
- o In Grade 7 there were 8 Advanced ELLs who missed the Proficient level by 1-3 points. All were in the listening modality.
- o In Grade 8 there 2 Advanced ELLs who missed the Proficient level by 1 point in writing. One of those ELLs also missed the Listening benchmark by 4 points.

The 3rd Advanced ELL missed the listening and Reading benchmarks by 4 and 1 points respectively. Although the total score met the proficient level, the ELL only met two of the modality benchmark. All four modality benchmarks are required to reach proficiency levels. After sharing and reviewing the patterns, teachers' awareness heightens to the decision that there will be a focus on the listening modality, since language learning depends on listening.

The ELL teacher and the bilingual math and ELA teachers will conference with ELLs to share their individual NYSESLAT result, the importance of listening strategies and how it impacts their learning and performance. Instructional practices will mirror the strategies that demonstrate how ELLs learn best.

Language Objectives and content objectives will be a part of everyday lesson planning for the ELL teacher and bilingual ELA and bilingual math teachers to help support language development. The ELL teacher and bilingual teachers will group ELL students based on NYSESLAT and LAB R proficiency levels.

The data gained from the NYSESLAT is a valuable tool to analyze the performance of our ELLs. Our community of teachers and administration dissect the information. This includes but is not limited to: the principal; assistant principal, who is the ELL coordinator, the ESL teacher, bilingual ELA and social studies teacher, bilingual math and science teacher, bilingual special education teacher and the bilingual School Psychologist.

The following information became evident to the group: The importance on embedding listening strategies was discussed as a non negotiable. A series of formal and informal professional development opportunities on this topic is intended to address these needs in both instructional planning and implementation.

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. On the ELA all but two ELLs scored level 1. On the NYSESLAT 15 scored beginners, 17 scored intermediate and 45 scored advanced. On the ELE only 8 ELLs out of 36 who tested scored in the 4th percentile. Two scored in the 3rd percentile and 26 out of 38 scored between the 1st and the 2nd.

This indicates that they are struggling in their native language. Native language instruction teacher support will continue in this effort. The ELLs are making some gains in English, but are still not reaching the proficient level. Teacher support will continue with data analysis and ESL strategies.

b. By analyzing the detailed information provided by the Fall and Spring ELL Periodic Assessment, school leadership and teachers take an in depth look at the ELLs' strengths and weaknesses in English language development and in each modality. The data provides information for individual and group instruction that will help ELLs make gains in language acquisition. The school leadership and teachers use this information to help them in planning and differentiating their lessons based on deficiencies and to prepare the ELL students for the NYSESLAT. This will be demonstrated on the State language acquisition tests.

c. The school understands that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational, literary as well as functional passages.

They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses. Through professional development and observation feedback teachers will continue to become more aware that their instructional delivery should mirror the students' IEPs and/or learning modifications. It is how the students learn best.

If an ELL with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model using these learning modifications during the instructional delivery. Teachers will continue to remind the ELLs that practicing these strategies will help him/her understand the topic.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

To ensure second language development considerations in instructional planning, several facets of language acquisition are reflected upon. The ELA Acuity, LAB-R, ELL Periodic Assessment and the NYSESLAT data provide a framework for developing instructional decisions. The data procured from these sources, in addition to informal observations and assessments, spotlight stages of language development. For second language learners one or more strategies will be employed by the ELL teacher and the bilingual teachers in the TBE program to produce comprehensible input:

- visual clues to reinforce spoken word
- physical gestures for emphasis
- enunciation and pace of speech, longer natural pauses, shorter sentences, simpler syntax
- repetition of speech
- stress of high frequency words
- limiting use of idioms and clarification of words or phrases in context

. Use of Drama and Music in the classroom for building oral language

. Discussion groups, oral language games, encouraging oral presentations, word study, word banks, hands on activities

These strategies are one component of the SIOP methodology. This comprehensible input creates a low-affective filter, which means students are made to feel comfortable in their learning environment.

As the students progress in language development these instructional adaptations are slowly decreased.

Teacher awareness regarding ELL second language development understandings and its impact on ELL learning is key. For example, the importance of providing sufficient response time for ELL students is crucial. When ELLs hear in English, they need to think of the words in their native language to truly process what has been said. They decide on a response in their native language, adapt that response to English, think about the response to make sure that it makes sense, and finally respond.

This and other second language understandings will continue to be reviewed and discussed at grade meetings, observation post conferences and professional development.

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.).

Reviewing and discussing the AMAO criteria helps our school understand how and why our ELLs are progressing or not. By looking at the AMAO data, we are able to determine who met AYP in AMAO I AMAO II and AMAO III. Clarity in the progress movement helps determine the next course of action (i.e. planning, grouping, teaching practices, support) in order for growth to occur. NYSESLAT Test scores is an assessment we use as well, to determine AYP and to help us develop next steps.

In addition, students and teachers take surveys at the end of the school year in their native language where they are asked questions about the ELL and TBE programs.

Students also receive goal sheets at the beginning of the school year with specific ELL goals that they have based on their NYSESLAT test scores. AT the end of the school year student goal sheets are distributed and they discuss whether they met their goal and what helped them throughout the year meet this goal.

Additionally, we evaluate when our students are mastering the Common Core Learning Standards and are initiating use of the Language Progressive Skills for ELLs. The CCLS are constantly monitored with the computer based programs producing data for teacher critique and instructional implementation.

Furthermore, students receive assessments based on their grade level writing program during ELA instruction, the student writing is normed and looked at using a rubric. Teachers give feedback to the students to improve their writing. During independent reading, teachers produce a further evaluation of student learning through conferencing. Through these formal and informal dialogues we are able to evaluate the success of our ELL programs. On going professional development and faculty conferences on ELL data analysis and ESL practices will continue throughout the year.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registering for the first time, parents are met by Mr. Sexton, the attendance teacher who does the initial intake of information in the parent's native language. Time is taken to discuss home language with the family. The parent is assisted in completing the HLIS form by the attendance teacher and Ms. Bruhier, a bilingual paraprofessional as translator is available to assist in the process in conducting an oral interview with the incoming student to determine their dominant language.

Amanda Diaz, the Assistant Principal in charge of the ELL program is notified of the newly admitted student and meets with the parents. The AP reviews the school's procedures for student class placement and schedules a meeting for an in depth parent orientation.

Currently, the LAB-R is administered by the Assistant Principal or the ESL teacher in charge of ELLs; within 10 day of admission. If the child does not speak any English, the Spanish LAB is administered by Amanda Diaz, the assistant principal.

Based on the HLIS, determination as to whether a language other than English is spoken in a student's home is made and the Language Assessment Battery- Revised is administered. This assessment establishes an English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

This helps determine eligibility for English language support services. Effective February 1, 2014 the NYSITELL will be the assessment used for the statewide identification of English Language Learners.

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.

A Parent Orientation Meeting is conducted Ms. Laberee, the certified ESL teacher within 10 days of student admission to the school. The parent meeting is held in the parent's native language. A video is presented in the parent's native language explaining the three program choices: Transitional Bilingual, Dual Language and Freestanding ESL and the goals of each program.

Periodically, there are video pauses, to answer additional questions parents may have. In addition, parent brochures (explaining the ELL programs) in the parents' native language are also distributed. To accommodate working parents, orientation sessions are held via phone. Parents listen to the video audio. All meetings are documented via parent signature.

Phone meetings are identified as such in a parent outreach log by Ms. Bruhier, bilingual paraprofessional also in charge of attendance.

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

Parents are notified in writing and by phone outreach. A log is maintained to document the outreach by the ELL coordinator. Through a video and brochures in their native language, parents come to understand the three instructional program options. Parents are also informed that programs can be visited for a better understanding.

Entitlement letters are sent via mail and hand delivered to each ELL student. As each letter is returned, the student's name is checked off from the RLAT report. If letters have not been returned, a phone call is made; and another letter is sent. A follow-up meeting can be scheduled to further explain the letter. Parent Surveys and Program Selections forms are completed during orientation.

Parent Surveys and Program Selection forms are completed and collected at the end of the parent orientation meeting by the ELL teacher or the ELL coordinator. Copies of Entitlement letters and student forms are maintained in a binder and locked in a file cabinet.

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.

-Initially, Parent Program Selection after orientation.

-Thereafter, LAB-r, NYSESLAT and ELL interim assessments, teacher assessments are used to identify instructional levels and methodologies. On-going progress reports are communicated to parents via letters/meetings in their native language. Attendance is taken at meetings and noted on report cards and/or student cumulative record cards.

For the past few years, our parents have opted for the English as A Second Language program. In 2011, we had 13 new admits with a home language that was other than English.

Once the student is identified as an ELL or bilingual student, we send entitlement letter to parent in their native language as stated on the HLIS as well as in English. The entitlement letter informs parent of the child's score on the LAB-R and a parent orientation date and time is also included.

Once the parent makes a choice on the parent survey and program selection form during orientation, student is placed in a program based on parent choice. We then update the ELPC screen within 20 days of the student entering the school with parent choice. Once the child is placed, parent will receive a Placement Letter via mail and one is hand delivered to the student.

Placement Criteria and Procedures to place identified ELL students in bilingual or ESL instructional programs is as follow:

A. After administering the LAB-R and Spanish LAB, placement is determined & parent notification in native language is made as follow:

- o Scores below proficiency on the LAB-R, parents receive an Entitlement Letter.
- o Scores at or above proficiency on the LAB-R, parent receives Non-Entitlement Letter

B. On Going Progress Assessments

Entitlement/Continued Entitlement for ELLS who have completed one year in an ELL program is determined as follow:

- Scores below proficiency on the NYSESLAT Continued Entitlement Letter
- Scores at or above proficiency on the NYSESLAT Non-Entitlement Letter

Parent letters are submitted via student and mail. Parents are invited to review their child's progress. Copies are also filed in the office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

The ESL teacher generates her schedule that indicates the date, time, student names, accommodations, room and the component of NYSESLAT that will be administered. (Listening, Speaking, Reading & Writing)

The ESL teacher, ELL coordinator, Bilingual ELA and Math teachers administer the test and assures that the following is done.

-Test Sign sheet for distribution prior to test and collection after the test administration includes the date, # of test booklets/answer documents and proctor receiving and responsible for administering the particular NYSESLAT component.

Principal Sign Sheet confirming that all procedures were followed for administration and collection of all components of NYSESLAT test.

NYSESLAT Results are reviewed, discussed and presented at a faculty conference by the ESL teacher.

Needs are identified and utilized in the instructional plan

A NYSESLAT test memorandum is generated by the assistant principal outlining test dates, Identified ELL students, test modifications, proctors, bilingual glossaries, testing instructions and room assignments for all sections of the exam. The memorandum is reviewed with all participating staff. Student Absentee lists are maintained and the missing test modalities are rescheduled.

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 few years, the trend in program choices that parents have requested is the transitional bilingual program.

Year	Program & Parent Requests	
2013	TBE	6
2012	TBE	17
2011	TBE	11
		Dual Lang. 1

Transitional Bilingual and Free Standing English as a Second Language program models are currently offered at our school and aligned with parent requests.

The dual language program is not offered. Parents interested in a dual language program are helped in finding schools in the district that offer this program. It is explained that at least 15 students are required to open up a dual language program.

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])?

Currently we have 3 ICT classes, one 6th grade, one 7th and one 8th grade. There are 5 self contained classes. We have two Transitional bilingual classes. Sixth grade TBE class is serviced through 8 periods a week of math with a bilingual certified teacher. The sixth grade ELA TBE teacher teaches ELA to the TBE class 8 periods a week. Seventh and eighth grade TBE classes are serviced by a bilingual certified ELA teacher. The ELA teacher teaches 8 periods a week and math 8 periods a week. Students in the TBE classes are group based on whether they are currently an ELL student regardless of NYSESLATE proficiency level. Some former ELL students are in the TBE classes if they have just tested out as of the 2013 NYSESLAT scores.

The freestanding ELL program has a push in/pull out model where the certified ELL teacher pulls out students 360 minutes per week for Beginners and intermediate students. She pulls out advanced students 180 minutes per week. The ELL teacher also pushes in to the TBE 6th and 8th grade classes for ELL support 3 periods a week for 6th grade and 2 periods a week for 8th grade. We have a block program where students travel together for subject area.

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)?

Amanda Diaz, assistant principal in charge of ELLs checks each student's schedule to ensure the mandated number of instructional minutes is provided according to proficiency levels in the TBE and ESL Program.

Scheduling of the bilingual and ESL teacher is done by Amanda Diaz. The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual classes. The 8th grade will follow the 25:75 model. There are 360 minutes in the school day at MS 129.

Push-in and pull-out models are used for ESL instruction at MS 129. These models will continue to be used. Ms. Laberee, the ESL teacher collaboratively works with Mrs. Cotto, the ELA and Social Studies teacher for sixth grade bilingual and Ms. Gomez ELA and Social Studies for grades 7 & ELA for grade 8 during common planning periods.

The ESL teacher implements the skill of the week in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods/360 minutes in ESL instruction; students at the advanced level are receiving 4 periods/180 minutes in ESL and 6 periods of English Language Arts.

ESL strategies are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level.

Native language Arts is infused in the Transitional Bilingual program where 6th grade ELL students receive 8 periods (360 minutes) a week in Bilingual ELA and 3 periods (135 minutes) a week of Social Studies in the TBE setting. Native language is used within these periods where the bilingual ELA/SS teacher uses a 60:40 approach in English and Spanish.

In 7th grade Ms. Gomez, the ELA and SS teacher in the TBE program- teaches 8 periods (360 minutes) of ELA and 3 periods (135 minutes) of Social Studies. In addition she teaches in the native language(Spanish) during these times.

The 8th Grade the TBE program has 5 periods (225 minutes) a week of ELA and 2 periods (90 minutes) a week of ELL push In instruction. During the ELA periods the bilingual ELA teacher delivers instruction in English and native language (spanish).

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.

In the TBE program the content areas are delivered as follow:

Science

Math

Social Studies

ELA

Teachers teach each content area through the SIOP model with Native Language Support as needed. In the SIOP model- Sheltered English Instruction: An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Teachers use language objectives and content objectives to deliver instruction and to stimulate student vocabulary and learning. Content area teachers deliver instruction and make sure that students understand by regularly translating into the native language(Spanish) what is being taught. Teachers use cues, body language, visuals, audio in order to help ELL students understand what is being taught.

The ELL teacher uses Achieve 3000 as a supplement to ELA, social Studies, and science to help build background knowledge as well as to help aquire the English Language. She also incorporates Rosetta Stone as a tool to help with language development and structures of the English Language. The ELL teacher also follows the SIOP model to develop language objectives for students and carries it out through modeling and a lot of hands on activities with groups of students. Through repetition, drilling, language objectives, hands on activities, cooperative learning groups, think, pair, shares, etc. students build on language skills.

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

Based on the results of the ELA Acuity Assessment, the school has learned that ELLs in our educational community will benefit from direct, modeled instruction. Item analysis revealed several areas our ELLs received an underdeveloped ranking:

- Determining author's purpose
- Differentiating between fact and opinion
- Making an inference
- Identifying details to cite evidence
- Utilizing context clues to determine the meaning of unknown words

The ELLs are making some gains in English, but are still not reaching the proficient level. Teacher support will continue with data analysis and ESL strategies.

Based on the results of the Acuity and ELL Periodic Assessment, teachers will devise a plan to explicitly teach the skills mentioned above utilizing a scaffold, differentiated methodology. This plan will be implemented during the regular school schedule, as well as during before and after school tutoring and Saturday Academy. Visual aids will be incorporated for beginning ELLs and differentiation strategies will be implemented to target the various levels of ELLs within each classroom.

The ELLs are also tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assesments specifically for the ELLs by Acuity. ELE results give a clear picture of ELLs' vocabulary knowledge and understanding of words in context in Spanish. Our ELE results showed that only 8 ELLs out of 36 who tested scored in the 4th percentile. Two scored in the 3rd percentile and 26 out of 38 scored between the 1st and the 2nd. This indicates that they are struggling in their native language. Native language instruction teacher support will continue in this effort.

In addition, by analyzing the detailed information provided by the Fall and Spring ELL Periodic Assessment, school leadership and teachers take an in depth look at the ELLs' strengths and weaknesses in English language development and in each modality. The data provides information for individual and group instruction that will help ELLs make gains in language acquisition. The school leadership and teachers use this information to help them in planning and differentiating their lessons based on deficiencies and to prepare the ELL students for the NYSESLAT. This will be demonstrated on the State language acquisition tests.

Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being

taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. balanced literacy approach, Math, Urban Advantage for science, etc.), using the Point-of-Entry Model of instructional planning. Students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process. Rosetta Stone and Achieve 3000 are used by the ELL students before and after school. Data derived from the programs help us track student progress.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities of English acquisition are evaluated on a continual basis both formally and informally. The initial formal evaluation for Newcomers is the LAB-R and Spanish LAB. The NYSESLAT is given to all ELLs across grade level as an annual assessment for reading, writing, listening and speaking. All students participate in the Pearson ELL Acuity biannually to appraise reading, writing, and listening, which produces extensive data and item analysis to drive future instruction. Achieve 3000 provides a routine avenue in which teachers conference with students a minimum of once a week. During this time the reading comprehension and writing activities are individually discussed based upon the formative data from the program. For the lower level students, the audio component allows for evaluation of their listening skills.

In all content areas there is daily questioning embedded into each lesson. In this section Higher Order Thinking provide the framework for the evaluation. These skills are assessed both orally and in writing. There is a variance of demands on the students in which beginners and intermediate students are given sentence frames to assist in the responses while advanced students have less scaffolding support.

In the content areas there are summative assessments constructed to enable the teacher to evaluate the ELLs comprehension of the reading materials, and their writing ability.

Native Language Arts have an annual ELE formal assessment. In the TBE classes, teachers continually assess formally and informally through written and oral responses. The curriculum requires students demonstrate their abilities in oral presentations. These exhibits are peer evaluated in addition to a teacher evaluation. The peer evaluation provide an informal listening comprehension of the audience member in addition to the peer evaluation.

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. The instructional plan for SIFEs is to develop oral proficiency and comprehension strategies. Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated question, summarizing and monitoring comprehension.

Students practice with texts that are accessible at their level of language proficiency. If students don't experience successful application of comprehension strategies, they won't try to use them in other texts. Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree).

During school and after school and Saturday programs) literacy and math instruction is based on item analysis data from informal classroom diagnostic and school based exams, such as the predictive assessment and the ITA assessments.

b. The instructional plan for ELLs with less than three years is to develop comprehension and basic interpersonal communication skills (BICS). ELLs in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week.

Instructional strategies for ELLS with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulatives and visuals, choral reading and the buddy system.

The materials that are used include: 0-3 years: Words Their Way, ESL Phonics Word to Word Dictionaries, Brain-Pop, Starfall.com, Getting Ready for NYSESLAT and Beyond, Word to word bilingual dictionaries.

c. The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLs meet for 180 minutes per week. The instructional plan for advanced ELLs is continued support in language development and comprehension.

The instructional strategies for ELLs with 4-6 years are: Cooperative Learning, graphic organizers, manipulatives, visuals, journals, hands on projects, choral reading etc.

The materials that are used for 4-6 years include: Words, Their Way, Reader's Theatre: William Shakespeare, Reader's Theatre: Early America, Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Empire State NYSESLAT, Getty Ready for NYSESLAT and Beyond, Word to Word bilingual dictionaries, BrainPop

The school ensures that the ELLs-swds receive all service mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

The Assistant Principal is in charge of Special Edducation and is the Coordinator of Mainstreaming. Mainstreaming occurs 5 periods weekly in literacy and math for students that have this noted on their IEPs. Through appropriate scheduling, the Principal provides time for regular meetings between regular and special education teachers.

d. The materials that are sued for ELLs who have completed 6+ years include: Wrting Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Getting Ready for NYSESLAT and Beyond, 6+1 Traits of Writing, Empire State NYSESLAT, Word to word bilingual dictionaries, Reader's Theatre: William Shakespeare, Reader's Theatre: Early America.

e. Former ELLs receive supplemental services before/after school and during Saturday Academy. They receive testing accommodations for an additional two years and continue to use glossaries and dictionaries.

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

Teachers use a lot of visuals and hands on activities fro their ELL students. They constantly activate prior knowledge when introducing a new topic. Explicit teaching is key in helping ELL-SWD students accelerate English language development. A lot of scaffolding is used in the classroom to ensure that ELL students master skills taught. Graphic organizers, vocabulary strategies, Fryers model, cooperative learning groups, differentiation, shared reading are all being used in the classroom. Students are provided with primary-language books. Teachers have literacy centers. Teachers use guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology, think alouds, reciprocal teaching are all used by the bilingual and ELL teachers. Teachers of ELL students use think pair share strategies, literature circles, parallel teaching, peer teaching, and complementary teaching throughout the day. Materials used by the teacher are Fontas and Pinell leveled text in English and Spanish, graphic organizers, audio tapes with headphones, etc to help accelerate English Language Development.

Technology used for ELL-SWD students include:

1. Smartboard for visual and handson learning
2. Lap tops for each individual child for projects, audio programs, visual programs
3. Rosetta Stone
4. Achieve 3000-Aligned to the CCLS and used as a supplemental program to help students accelerate in English. The program meets the needs of each individual child providing them with leveled text, academic vocabulary and content objectives.

ELL-SWD students are provided with the mandated ELL services as follows:

1. Student is identified as an ELL
2. Student NYSESLAT scores determine the mandated minutes required.
3. The ELL teacher using the pull-out method, provides the ELL services whether 180 minutes or 360 minutes.

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?

All teachers can identify their ELLs with IEPs, and are mindful that their instructional delivery mirror the students' IEPs and/or learning modifications everyday without exception. It is how the students learn best.

If an ELL or student with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model how he/she uses these learning modifications during the instructional delivery. The teacher reminds the students that doing

these strategies will help him/her understand the topic.

The school ensures that flexible programming is used to maximize time spent with non-disabled peers by using a school master program including flexible scheduling periods for all grades. We currently have one self contained class, one ICT, and 1 mainstream which is linked to parallel scheduling to ensure that ELL/SWD students can achieve their IEP goals in the least restrictive environment.

The criteria used to place ELL/SWD in ICT classes are:

1. The student enters our school with an IEP
2. While discussing child's IEP with constituents, if the child would benefit from two teachers in the classroom, then the child is placed.
3. If the child would benefit from small grouping or more 1 to 1 interactions, the child is placed.

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

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

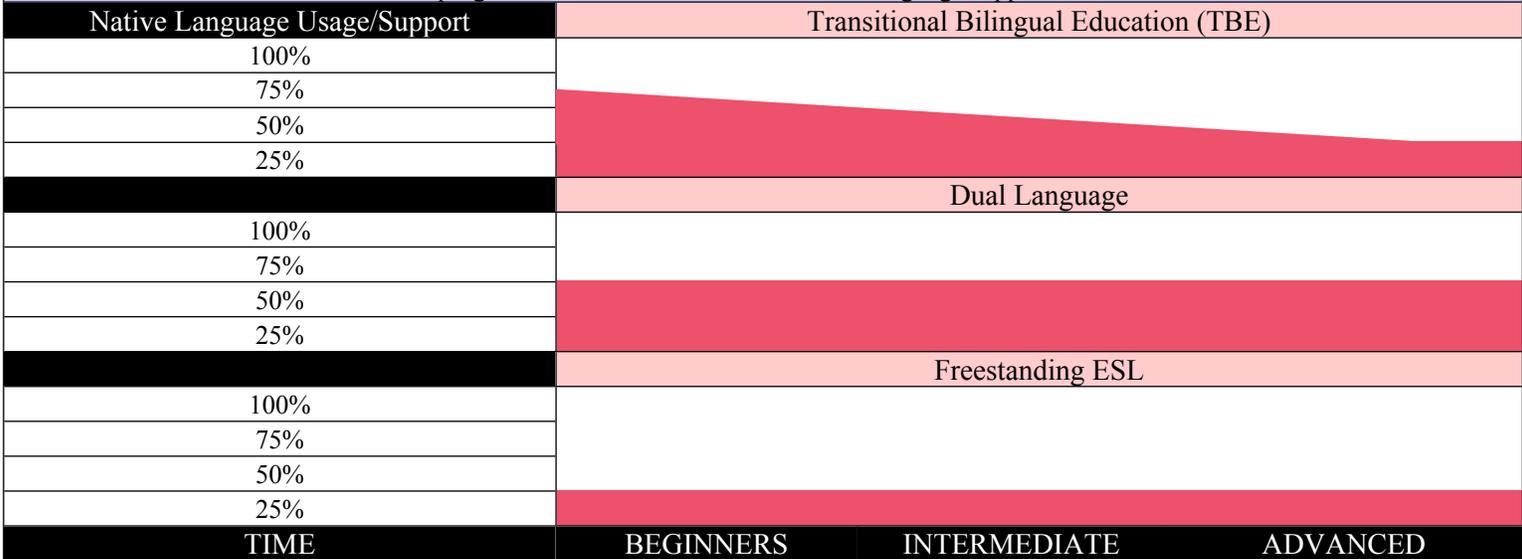
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending MS 129 are reviewed to ascertain if the ELL student is struggling with language difficulty or if the student has special needs. Students are assessed and evaluated on an on-going basis to assure they were appropriately placed.

If an ELL student is suspected of having special needs, it is very important that academic interventions are tried and the results recorded before any formal assessment or review is requested.

The following range of intervention services are offered to our ELLs in the content areas listed:

In ELA : AIS small group pull out, AIS one on one tutoring by paraprofessionals, extended school day (sustained silent reading, Saturday academy, Classroom-based interventions: one-on-one conferring and tutoring/small group instruction (guided reading/skill and strategy groups).

In Math: AIS small group pull-out conducted during the school day (45 minute periods) Response-to-Intervention model (problem solving approach) used End-of-year testing (benchmark/standards assessment and state test data for grades six to eight) results used as a screening assessment to determine eligibility for services.

Eligible students is based on the 2013 NYS math exams. Students scoring a high 1 on state tests are eligible to receive AIS services.

Students are cycled through the program as needed.

Programs used include CMP3(Connected Math Program, Measuring Up for Saturday Academy(math and ELA), Coach practice book for AIS, NYS Ready for AIS.

In Science: Grades 6-7 – Classroom-based interventions: one-on-one conferring and tutoring/small group instruction and in Grade 8 one period per week for project-based learning associated with the exit project.

In Social Studies: In Grades 6 & 7 Classroom-based interventions: one-on-one conferring and tutoring/small group instruction and in Grade 8 one period per week for project-based learning associated with exit project.

At 129X there is an RTI team in place whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in a need of special education services. The team includes the ESL Teacher/Bilingual Teacher, Principal or designee, members of the School based support team and the guidance counselor.

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

At our faculty conference at the beginning of the year, all teaching staff received a copy of the ELL list. All teachers are aware of who the ELLs are in the school. The list is updated as soon as a newly arrived and identified ELL comes to the school.

The ELA, Math, Science and Social Studies test results indicate that our ELLs are making some gains, but not enough to bring them to proficient levels. Therefore, on-going professional development has been designed in the areas that will improve the delivery of instruction such as: Effective higher level questioning, Developing rigorous academic work that will help develop higher level thinking and problem solving for example in ELA planning in the writing of specific entries of topics with specific requirements to include specified content vocabulary and language objectives that will help ELLs complete the writing prompts.

The Freestanding ELL program gives ELL students extra English support and helps build their academic language through basic English skills being taught, vocabulary building, phonemic awareness, etc. It builds the foundation for learning English.

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

Parents are now encouraged to attend morning and after school programs with their child. Involving parents in the learning process will ensure that they are continuously focusing on their child's academic needs and can understand and be able to help their ELL child in the learning process as well.

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

As of now, no program is being discontinued.

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

ELLs are afforded equal access to all school programs. A Title III letter is sent out to parents at the beginning of the school year indicating the services offered to ELL students and their right to be provided with supplemental services for their child. Currently, we offer two programs for ELL students and parents. Rosetta Stone is offered before school from 7:15 until 8:00am, Monday - Friday for both ELLs and their parents. Achieve 3000 is offered after school on Mondays, Wednesdays and Fridays from 2:30-3:30pm. This is also for ELLs and parents. Students are also offered Saturday Academy services to help prepare them for state exams. Saturday Academy also offers continued support to Long Term ELLs and ELLs identified as proficient.

Supplemental services offered before school and after school are: Rosetta Stone for both students and parents, Achieve 3000 for both students and parents. The two programs are designed to help ELL students and parents of ELL students accelerate in the English language. Achieve 3000 supports English acquisition and aligned with the CCLS, it is a prerequisite for ELA support.

Sports and Arts, Wrestling, Music, Art are all offered after school. We also offer Saturday Academy as a supplemental service where students receive an extension of ELA and Math services to prepare them for the NYS tests.

Project boost, a program aimed in exposing students to cultural and educational places. Trips are ongoing throughout the school year and students have to complete an end of year project. We select ELL students as well as high achieving students to be in the program for 3 consecutive years.

Curricular programs include: AIS before school, during school, and after school. Teachers

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

Graphic organizers, Fryers model, shared reading are all being used in the classroom. Students are provided with primary-language books. Teachers have literacy centers. Teachers use guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology(lap tops for each child),think alouds, reciprocal teaching are all used by the bilingual and ELL teachers. Other materials include: Fontas and Pinell leveled text in English and Spanish, Rosetta Stone, Achieve 3000, audio tapes with headphones, Getting Ready for the NYSESLAT to help accelerate English Language Development.

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

MS 129 follows a 60:40 TBE model. Sixth and seventh grade students are taught in ELA and Math in English with native language support, primarily in Spanish. The eighth graders follow a 25:75 model in ELA and Math. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level. The bilingual teachers teach primarily in English and use native language throughout lessons to ensure content is delivered and mastered. Materials used are:

1. Rosetta Stone
2. Achieve 3000
3. Language Power
4. Fontas and Pinell
5. Leveled books in native language
6. Math Curriculum and Science curriculum text books in Spanish.

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

Services, support and resources are delivered based on level that the child is on. Getting ready for the NYSESLAT books are by grade level. Leveled texts are used based on students reading levels.

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 offer Rosetta Stone for all incoming ELL students with limited or no English. We also offer Saturday Academy, Achieve 3000, AIS, morning and after school tutoring.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

The assistant principal in charge of the bilingual/ELL population invites teachers of ELL students to participate in professional development throughout the school year. The 6th grade bilingual math/science teacher is currently attending a six week ELL math training that began on October 21, 2013. The ELL teacher attends SIOP trainings as well as monthly ELL compliance meetings. The bilingual teachers and the ELL teachers attend monthly in house professional development during extended day where NYSESLAT, ELL periodic assessments, student goals and data is discussed as well as how to use ELL programs with ELL students (Achieve 3000, Rosetta Stone, Getting Ready for the NYSESLAT materials). The assistant principal also attends monthly ELL meetings. All staff including paraprofessionals, guidance counselor, secretary, school psychologist, etc. receive a professional development mid October where they receive ELL data, who the ELL students are, test scores, ELA state test exempt students and other relevant ELL data that all staff should be aware of. This is the time where all constituencies have a chance to ask questions about the ELL students in the school, expectations, etc. Teachers of ELL students and the assistant principal will continue to attend professional development throughout the year.

1. Time is allotted for all staff and faculty members to share, talk about, and apply the knowledge and strategies gained through professional development.
2. The ELL program administrator, the assistant principal supports and contributes to the school plan and professional development agenda.
3. Professional development is continuous and builds on previous successful efforts.
4. Incentives are provided for participation in professional development activities.
5. The professional development plan includes leadership training on leadership in linguistically and culturally diverse settings for the principal and other leaders.

The ELL PD Program is as follow:

Development of speaking and listening skills for beginning English learners: Teachers are trained on:

- Teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu prepared speeches.

Development of writing skills for beginning English learners. Teachers receive training on:

- Simple and compound sentence structure usage, and mechanics,
- Correct use of target vocabulary in context
- Composition pieces introduced include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.

Development of oral and silent reading skills for beginning English learners: Teacher training received in reciprocal reading strategies for both fiction and non-fiction text for overall meaning and the use of bilingual and English dictionaries and glossaries.

Providing ELLs advanced reading strategies to analyze both fiction and non-fiction text. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Providing ELLs advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Application of correct language conventions in writing and locating resources in the library/media center is also

included.

Providing ELL resource for academic support for LEP (limited English proficiency) students in mainstream classes. Study skills and test taking strategies are taught, and access to computers is available.

The following PD's will be available for all staff throughout the school year:

1. Effective classroom/ELL strategies for teaching English Language Learner-The workshop sessions will provide bilingual, mainstream, and content area teachers with 50 standards and research-based strategies for teaching English to English language learners. This training will expose teachers to effective strategies proven to make the curriculum comprehensible and meaningful for linguistically and culturally diverse student populations

2. ELL Literacy Strategies for Coaches-This workshop session will provide literacy coaches with 50 standards and research-based strategies for teaching English to English language learners. This training will expose literacy coaches to effective strategies proven to make the curriculum comprehensible and meaningful for linguistically and culturally diverse student populations

3. Mentoring of the Bilingual Teachers. For teachers in bilingual education settings, a mentoring relationship between them and experienced teachers can lead to better program implementation, provide the support needed for working with students in two languages and be mutually beneficial. The mentoring relationship for bilingual teachers must be supported through such activities as regular observations, demonstration lessons, conferences, and joint preparation. When mentored, the bilingual teacher feels supported, confident and competent.

4. Sheltered instruction for teaching content area knowledge and skills in a more understandable way. This workshop series is intended to assist mainstream classroom teachers, bilingual teachers, and instructional personnel on how to implement Sheltered Content Instruction while teaching English language learners with diverse abilities. Teachers will learn how sheltered instruction signifies the teaching of content area knowledge and skills in a more understandable way.

Pd's are ongoing and occur once a month. Staff is also asked to attend outside PD's throughout the school year.

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?

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

The Common Core Learning Standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: before and after school programs, Saturday Academy, in school lunch time tutoring, monthly website letter updates, weekly school wide parent telephone calls.

The school will build ties between parents and schools by: parent meetings, parent communication with the Parent Coordinator, School Leadership communication, email communication.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents: Learning Leaders, our school's Parent Book Club and parent workshops for high school selection and transition.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly translated letters updating school information ,weekly translated school wide telephone calls and updated website information.

The Assistant Principal as well as the guidance counselor serve as spanish translators during the parent meetings and for all other parent outreach.

AMANDA COMPLETE SENTENCE FOR #2

2. The school does not partner with other agencies or community based agencies but the assistant principal along with the ELL teacher work hand in hand to develop effective professional development opportunities for parents. Every year in September and January, meetings are held for parents of ELL students. For both meetings parents have the opportunity to attend a morning session or an evening session. During these sessions, the assistant principal/ELL coordinator and the ELL teacher provide parents of ELL students valuable information about their child's education. Some information provided are:

1. How to prepare students for the NYSESLAT
2. Using Rosetta Stone and Achieve 3000 in the home.
3. How to access student data through ARIS.
4. What does the NYSESLAT look like?
5. Common Core State Standards expectations

3. After a brief survey which is mailed out to parents in September, who are able to better detect what the parents needs are. We also have discussions during our ELL parent meetings in September where parents are able to discuss issues and concerns. The parent coordinator joins in on the SLT meetings, PTA meetings, and Coffee and Tea with the principal once a month. Discussions and concerns arise and the parent coordinator discusses ways in which to support parents needs. During meetings, the assistant principal/ELL coordinator is also present in order to translate for parents in Spanish.

4. The assistant principal/ELL coordinator is always available to help translate and speak with parents of ELL students. We offer

parents the opportunity to attend Rosetta Stone classes every morning from 7:15am-8:00am to help them with acquiring the English language. The program is offered in many languages.

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: <u>MS129</u>		School DBN: <u>12x129</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Raymond Granda	Principal		1/2/14
Amanda Diaz	Assistant Principal		1/2/14
Germaine Baker	Parent Coordinator		1/2/14
Leticia Laberee	ESL Teacher		1/2/14
	Parent		
Maria Rosa/Bilingual Teacher	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		
	Coach		1/2/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X129 **School Name:** Academy for Independent Learning

Cluster: 5 **Network:** 532

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.

Upon entering M.S. 129, main office staff provide new admits with the Home Language Identification Survey. Our population consists of 98% Hispanic and African American families, therefore the vast majority speak Spanish or English. To ensure smooth communication, our main office pedagogue provide bilingual services to assist our Spanish speaking population with admissions. Currently 3 office staff members speak fluent Spanish. Once complete, the Home Language Survey results are immediately given to our ESL teacher/coordinator. If the student's home language is anything other than English, they will receive all documentation translated in their home language.

Our students who are new to the NYCDOE school system are also administered the LAB-R upon entering the school. If the child only speaks Spanish, then we will administer the LAB.

We also have numerous bilingual teachers, paraprofessionals, and school aids that are always willing to translate when needed. All parent meetings are translated in their home language and when we have a parent who needs translation in a language that we can not provide in house, we reach out to the DOE's translator unit. Our parent coordinator works hand in hand with translators to ensure that all parents feel welcome upon entering our school.

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.

Grade 6: Our ELL population consists of 28 grade 6 students. 20 students in our bilingual program and 8 students in our ESL program.

Grade 7: Our ELL population consists of 32 grade 7 students. 21 students in our bilingual program and 11 in our ESL program.

Grade 8: Our ELL population consists of 22 grade 8 students. 19 students in our bilingual program and 3 in our ESL program.

Our Assistant Principal in charge of ELL's, Ms. Rodriguez has a binder which contains all statistical ELL information. The binder consists of students proficiency levels, years of ESL services that each student has received, ELA exempt students, as well as an array of other useful statistics.

Students and their families are met with to ensure they are placed in the proper setting, whether it be a bilingual class or a regular education classroom with push in and/or pull out ESL services. This occurs during a parent orientation with Ms. Rodriguez and Ms. Laberee in which the parent has the choice between the two programs.

The following information is given to staff at faculty meetings and during SBO extended day meetings on Thursday afternoons.

The school determines the primary language spoken by a parent through the HLIS which is conducted during interview process for students coming from out of state and out of the country. The assistant principal interviews the parent and after identifying the parents language, the HLIS is given to the parent in their native language. Part 3 of the HLIS has to do with parent information including the language in which they prefer to receive written and oral information. The HLIS is the record that we use to keep this information and then it is entered into ATS where it is available for viewing as to parent home language.

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.

All written communication is translated into our majority language, Spanish and any other needed languages by the school secretary or the assistant principal/ELL coordinator. All ELL forms, Entitlement letters, continued entitlement letters, placement letters, HLIS, surveys, parent notifications are readily available in the languages needed for our parents. This documents have been downloaded and printed from the DOE office of ELL website. Any other school letters or important information is translated by the secretary or assistant principal.

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.

All oral presentations involving parents or community members are translated by staff members or parent volunteers and if translation is needed in a language that we can't translate in house (extremely rare), we will reach out to the DOE's translator unit for assistance. Parents are notified of translation option on our M.S.129 website. M.S. 129 also uses a phone messenger system to alert families to any occurrences in the school. This message is set in both English and Spanish.

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

All written communication is translated into Spanish or any other language necessary by school staff.
All oral interpretation services for parents are provided by staff or parent volunteers when necessary. Parents will be notified via M.S.129 website.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 129x	DBN: 12
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccadato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: We currently have 19 ELL's with IEP's. These students, 5 whom are beginners, 7 are intermediates and 7 advance require extensive support since not only are they ELL students but also have learning disabilities. We want to increase the number of ELL students with IEP's who can attain proficiency on the NYSESLAT, pass the ELA state test or at least move within AMAO 1 category. We decided to give the extra support to this sub group through an after school program and Saturday Academy program in order to provide these students with extra reading and writing support at their level. These students will be receiving support every Monday-Friday. Mondays, Wednesdays and Fridays from 2:30-3:30 and Tuesdays and Thursdays from 3:35-4:35 for a total of 5 hours per week until the end of May. The services will be provided by one content area ELA teacher and one bilingual certified teacher. Saturday Academy students will receive support from 9:00am until 12:00pm for a total of 16 weeks. During the Saturday program the bilingual certified teacher will have a group of no more than 15 ELL students ranging from beginners to advanced. The bilingual certified teacher will differentiate based on students needs. She will use Rosetta Stone, Empire State NYSESLAT books, Achieve 3000 and many other programs to ensure the implementation of a successful differentiated program. The students range from 6th to 8th grade and all are either beginners, intermediate or advanced. The after school program will run approximately 28 weeks or 134 days from the end of October until the end of May. Students will be provided instruction in their native language as well as the target language. The after school program will help in the development of content area, language acquisition, vocabulary buliding, academic language and writing skills to get them ready for the NYSESLAT and the state English language Arts test. Both, Saturday Academy and the after school program will utilize Empire State for NYSESLAT preparation as well as other programs and materials which include, but are not limited to Starfall.com, Brainpop, guided reading (with fiction and non-fiction text) and Time Language Arts Exploring Non Fiction.

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: One focus of ELL PD Program is the development of speaking, listening, reading and writing skills for beginning, intermediates and advanced English learners. All faculty working directly with the ELL population will be provided with in house PD that will help them to differentiate instruction for the ELL students sitting in their classrooms. Staff will learn how to effectively implement differentiation of instruction and building academic language for the ELL population. The bilingual teacher as well as the ESL coordinator will attend outside, ongoing PD's and turn key to the staff during

Part C: Professional Development

faculty conferences and grade/subject weekly meetings. The ESL coordinator attends monthly professional development at the network which provides useful information that can be utilized for the ELL students. All faculty, including the SLT will be trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions.

Another focus of ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

Teachers receive training on providing ELL students advanced reading strategies to analyze both fiction and non-fiction. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.

Records are maintained by agenda, sign in sheets with minutes.

All of our teachers are kept informed of other professional development opportunities focusing on language acquisition, effective ELL strategies and methodologies. The ELL coordinator continuously provides staff with professional development opportunities.

Part D: Parental Engagement Activities

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

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

Begin description here: I.S. 129 will take the following actions to conduct an annual evaluation of the content and effectiveness of the parental involvement policy to ensure the improvement of school quality for all students including the ELL's. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement.

Part D: Parental Engagement Activities

I.S. 129 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

The Common Core Standards Standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: before and after school programs, Saturday Academy, in school lunch time tutoring, monthly website letter updates, weekly school wide parent telephone calls.

The school will build ties between parents and schools through parent meetings, parent communication with the Parent Coordinator, Germaine Baker, the ESL coordinator, Ms. Diaz, School Leadership communication and email communication.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents: Learning Leaders, our school's Parent Book Club and parent workshops for high school selection and transition.

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, monthly translated letters updating school information, weekly translated school wide telephone calls and updated website information.

Parents will have the opportunity to come to the school on Tuesdays and Thursdays during extended day (2:20pm-3:35pm) to utilize the Rosetta Stone program to help them in the targeted language.

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		

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.
<ul style="list-style-type: none"> Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$	