

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: Academy of Talented Scholars	DBN: 20K682
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico Pappas
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other: ___
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: <u>4</u>
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: We will be offering an afterschool program called Project Success specifically for our third grade and fourth grade ELLs, former ELLs and any non-ELL students whose parents opted into the program. The course will be focusing on the kinds of rigorous writing, reading and math activities aligned to the Common Core Learning Standards in anticipation of the state ELA and Math exams this coming year as well as the forthcoming 2013 newly revised state exams. The school analyzed the third and fourth grade ELA and Math assessment data and from the findings concluded that a supplemental program was needed for our ELLs and our large population of former ELLs to prepare them for the kinds of demands they will be faced with on the state exams including the Common Core Aligned writing prompts, the heavy emphasis on answering inferential reading comprehension questions and the expectation of written explanations on Math performance tasks. According to the analysis of our 2011-2012 school year third grade ELA scores of our present 4th graders about 40% of the total number of students scored a 1 or 2 on the ELA exam and of the present 4th grade ELLs 83% of them scored 1 or 2 and 67% of the former ELLs scored 1 or 2. There will be three third grade classes and three fourth grade classes that meet on Mondays, Tuesdays and Wednesdays from 3:15-4:45pm. It will run for 21 weeks from November 5th to April 10th. Two of the three days will concentrate on the instruction of ELA and the third day will focus on Math instruction. One of the 3 classes on each grade will be composed of English language learners and former English language learners. On the two days of ELA instruction a certified ESL teacher will be teaching the third grade ELL/Former ELL class. For the fourth graders, one certified ESL and one CB teacher will each provide instruction on one of the ELA instruction days. All other days and classes will be taught by certified Elementary Education teachers. On the day of Math instruction, the two ELL classes (third and fourth grade) will each receive instruction from a CB licensed teacher. Title III funding will be used to pay for the salaries of the 4 service providers of the ELL classes. (2 ESL/2 CB) All overages will be paid using other funding sources. We will be purchasing the following materials for this program: "Cross Walk Coach for the Common Core State Standards" by Triumph Learning Publishers. We will order the 3rd grade and 4th grade editions in English Language Arts and the 3rd grade and 4th grade editions in Mathematics.

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 ESL Title III teacher will be attending Teacher's College Calendar days in ESL professional development and is signed up for the following titled pds: 11/9-"Boosting Vocabulary 3-5th grades", 12/11-"Writing Workshop: Supporting ELLs" and 1/24 "ESL Can Rise to the CCLS." The same ESL teacher regularly attends a Teacher's College Study Group that meets 5 times throughout the year, 10/12, 11/26, 12/20, 1/22 & 4/8 which focuses on the TC Writing Continuum and how it can be utilized in meeting the Common Core Curriculum standards in Literacy and in creating and grading performance tasks in English Language Arts. To meet our school goals of Designing Coherent Curriculum & Higher Level Questioning all teachers of ELLs receive professional development at Lunch & Learns and weekly Teacher Team Meetings. The ESL teacher is also involved in the CFN 406 Network's Professional Development Opportunities for teachers of ELLs and has attended its October 22nd workshop given by Enrico Domingo titled "Student Goal Setting" which looked at the AMAO tool, its teaching implications and the CCLS expectations for students as well as its implications for ELLs. She is also set to attend the upcoming CFN 406 workshops to be presented by Enrico Domingo titled "Text Complexity" on December 12th and "Response to Intervention for ELLs" on February 27th.

The other ESL Title III teacher as well as the other Common Branches teachers receive ongoing monthly

Part C: Professional Development

Professional Development in the Reading and Writing Workshop model by a Teacher's college staff developer during the school day in a classroom lab site and grade debrief meetings. These same teachers receive Math professional development from a Metamorphosis Math staff developer monthly as well. Teacher Team Meetings focus on the Chancellor's instructional expectations that include inquiry work around looking at student work to deepen our teaching practice. The November 6th, Election day PD will focus on creating performance tasks that model after the ELA and Math exams and meet the Common Core Curriculum Standards. On this day one of the ESL Title III teachers will be attending The Office of English Language Learners annual ELL Literacy Conference titled, "Meeting the Challenge with Success: Strengthening Instruction for ELLs" which will present on best instructional practices to support ELLs in meeting the rigorous demands of the Common Core Learning Standards.

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: Our school places an importance on parents of ELLs becoming familiarized with new Common Core Literacy Standards and being supported in meeting the academic demands it entails for their children. The school also places a high priority on parents being involved in schoolwide events as well as in volunteer opportunities. Volunteer opportunities can range from helping in the cafeteria during lunchtime, assisting a teacher in weekly Enrichment clusters to helping with classes utilizing the school library. Volunteers join the parent community of "Learning Leaders." Their involvement hopes to enable them to be more aware of school programs and curriculum as well as allow them a firsthand view at the kind of learning experiences their children are having. At the start of the school year Kindergarten parents were invited to a "Boo Hoo" Welcome Breakfast on September 6th held by the parent coordinator, Nicole DeVivo and the administration. All parents were invited to a Curriculum Night held on September 20th where the parents were presented with an overview of the curriculum, educational programs and the classroom protocols that their child will be taught with by their child's classroom teacher. In October the new monthly teacher led parent workshops in literacy or math began and will continue with each grade hosting such a curriculum/Common Core Learning Standards parent workshop in the evening once a month. At the October PTO meeting parents were updated on the Tribes mission for our school by Ms. Casalan and the principal discussed the recent school progress report. Throughout the year parents will be invited to additional workshops such as the Just Right Reading Workshop for all grades in November given by the Literacy Coach, Theresa Nguyen and the parent coordinator Nicole DeVivo which will cover the explanation of Just Right Reading levels and the supports parents can use in reading with their children; Math in Focus workshop for all grades by interim acting Assistant Principal Maria Rogalle and several teacher volunteers set for November 19th; ARIS parent workshop in November by Data Specialist Theresa Nguyen; Reach the World Parent PD in December; Middle School Parent Workshop in December by parent coordinator and school guidance counselor Sandro Grancaric; a January State Exams Workshop for testing grades and a Science Night by science teacher, Nicole Garcia; Bear Night-A Family Literacy Night for K-2 & Literacy Family Game Night

Part D: Parental Engagement Activities

3-4 in February conducted by teacher and administrative volunteers.

Parents of ELLs are also invited to all Celebratory events and student performances such as October's Costume Parade, November's Open School Week, Food Drive, Turkey Trot and Dancing Classrooms Performance, December's Toy/Coat Drive and Enrichment Cluster Showcase, January's 1/2 Way 100% Attendance Breakfast, March's Dr Seuss Birthday Celebration, Tada Performance and Dancing Classroom performance, April's 3rd/4th grade Tribes Mixer/Dance, May's Gala Science Fair, and Talent show and June's Arts Festival and Cyclones End of Year Family Event.

In order to ensure the encouragement of ELL parents to attend all school workshops we offer translators of Russian, Chinese and Spanish through the use of our bilingual Community Assistant, paraprofessionals and Teacher Assistants. The PTO provides translators as well through parent volunteers. The school also translates letters sent home in all the languages requested by the parent as indicated on the Home Language Survey. All of our parents can retrieve important schoolwide information on our school website as well as grade pages that list home school connection recommendations for our parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	Total Allocation: \$11,200 \$9,486	After-School ELL Program One ESL teacher will be paid at teacher per-session rate to provide 1.5 hour ESL instruction to the third grade ELL class on the two days of ELA instruction for 21 weeks (42 sessions). 1 teacher x 42 sessions x 1.5 hours \$50.19 = \$3,162 One ESL and one CB teacher will be paid at teacher per-session rate to provide 1.5 hour ESL instruction each to the fourth grade ELL class on alternate day of the two days of ELA instruction for 21 weeks (21 sessions). 2 teachers x 21 sessions x 1.5 hours

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$50.19 = \$3,162</p> <p>Two teachers (CB) will be paid at teacher per-session rate to provide 1.5 hour Math instruction each to the third and fourth grade ELL class on math instructional day for 21 weeks (21 sessions).</p> <p>2 teachers x 21 sessions x 1.5 hours \$50.19 = \$3,162 ter-school ELL Program</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	—	<u>At no cost to Title III</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,714	\$1,714 will be allocated for the purchase of materials mentioned in the narrative. Other funding sources will be used to complement the cost of materials needed to support the school's Supplemental Title III program.
Educational Software (Object Code 199)	—	—
Travel	—	—
Other	—	—
TOTAL	<u>\$11,200</u>	—