



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : INTERMEDIATE SCHOOL 292

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19

PRINCIPAL: GLORIA WILLIAMS-NANDAN **EMAIL:** GWILLIAMSNADAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE – MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP 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.

Name	Position and Constituent Group Represented	Signature
Gloria Williams-Nandan	*Principal or Designee	
Chaitram Aklu	*UFT Chapter Leader or Designee	
Sylvia Joseph	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Evelyn Maxfield	Member/ Assistant Principal	
Olivia Mc. Innis	Member/ Parent	
Andre Lennon	Member/ parent	
Rachel White	Member/ Parent	
Michael Maiglow	Member/ Teacher	
Donald Hinson	Member/ Teacher	
Mark Clarke	Member/ Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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 directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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.

Goal #1: Black or African American students will increase their performance as evidenced by a minimum of 2% increase in students performing at or above level 3 in the New York State English Language Arts examination by June 2012.

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.

Having conducted a thorough needs assessment, the School Leadership Team found that Black or African-American students made Adequate Yearly Progress (AYP) using Safe Harbor target in the area of English Language Arts for the 2010-2011 school year. Therefore, we have prioritized the progress of our Black or African-American students in the area of English Language Arts for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Professional Development** will be given on the following topics: interim assessments to monitor and revise curriculum; use of checklists and rubrics with the language of the standards to provide specific task related feedback to students regarding their work ; use of data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; curriculum mapping to design common curricula that is rigorous and embedded in the common core standards
- **Target Population(s):** Teachers servicing Black or African-American students
- **Responsible Staff Members:** Assistant Principals, Coach and Data Specialist
- **Timeline for Implementation:** September 2011 through May 2012

Activity # 2

- The principal, assistant principals, coach, data specialist and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricular data, focusing on ELL's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress assessment results and follow up activities. Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including Level 1-4 students.

- ***Target Population(s):*** *Teams of teachers working with Black or African American students not making acceptable gains*
- ***Responsible Staff Members:*** *Assistant Principals, Coach and Data Specialist, teachers*
- ***Timeline for Implementation:*** *September 2011 through May 2012*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- ELA Teachers will design training modules and host ELA workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that ELLS will need in order to ensure a successful transition to the lower elementary school grades.
- All students will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.
- Three family workers will support the school's efforts to improve attendance for all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ANNUAL GOAL #2 AND ACTION PLAN

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.

English Language Learners will increase their performance as evidenced by a 2-3% increase of students performing at or above level 3 in the New York State English language Arts examination by June 2012.

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.

Our School Leadership Team found that our Limited English Proficient students' subgroup, like our black or African American subgroup, made Adequate Yearly Progress (AYP) using Safe Harbor target in the area of English Language Arts for the 2010-2011 school year. As a result, we have made the progress of our Limited English Proficient students' subgroup a priority.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Professional Development** will be given on the following topics: interim assessments to monitor and revise curriculum; use of checklists and rubrics with the language of the standards to provide specific task related feedback to students regarding their work ; use of data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; curriculum mapping to design common curricula that is rigorous and embedded in the common core standards
- **Target Population(s):** Teachers servicing English Language Learner students
- **Responsible Staff Members:** Assistant Principals, Coach and Data Specialist
- **Timeline for Implementation:** September 2011 through May 2012

Activity # 2

- The principal, assistant principals, coach, data specialist and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricular data, focusing on ELL's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress assessment results and follow up activities. Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including Level 1-4 students.
- **Target Population(s):** Teams of teachers working with English Language Learners not making acceptable gains

- ***Responsible Staff Members:*** Assistant Principals, Coach and Data Specialist, teachers
- ***Timeline for Implementation:*** September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ELA Teachers will design training modules and host ELA workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that ELLS will need in order to ensure a successful transition to the lower elementary school grades.
- All students will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.
- Three family workers will support the school's efforts to improve attendance for all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ANNUAL GOAL #3 AND ACTION PLAN

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.

Students With Disabilities will increase their performance as evidenced by a 20% increase performing at or above level 2 in the New York State English Language Arts examination by June 2012.

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 conducting our needs assessment, the School Leadership Team found that the Students With Disabilities subgroup has under-performed all other subgroups in the area of English Language Arts. Subsequently, we have made progress for the Student With Disabilities subgroup a priority goal for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Professional Development** will be given on the following topics: interim assessments to monitor and revise curriculum; use of checklists and rubrics with the language of the standards to provide specific task related feedback to students regarding their work ; use of data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; curriculum mapping to design common curricula that is rigorous and embedded in the common core standards
- **Target Population(s)**: Teachers servicing Students With Disabilities
- **Responsible Staff Members**: Assistant Principals, Coach and Data Specialist
- **Timeline for Implementation**: September 2011 through May 2012

Activity # 2

- The principal, assistant principals, coach, data specialist and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricular data, focusing on ELL's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress

assessment results and follow up activities. Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including Level 1-4 students.

- ***Target Population(s):*** Teams of teachers working with Students With Disabilities not making acceptable gains
- ***Responsible Staff Members:*** Assistant Principals, Coach and Data Specialist, teachers
- ***Timeline for Implementation:*** September 2011 through May 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- ELA Teachers will design training modules and host ELA workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that ELLS will need in order to ensure a successful transition to the lower elementary school grades.
- All students will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.
- Three family workers will support the school's efforts to improve attendance for all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

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- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ANNUAL GOAL #4 AND ACTION PLAN

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.
Students With Disabilities will improve their Performance Index in math as evidenced by a minimum of 2-3% increase in their performance at or above level 3 by June 2012 at the New York State math examination.

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.

Because our needs assessment showed that our Students With Disabilities Performance Index was 92, missing their Safe Harbor target by 3 points and their Effective AMO by 35 points in the area of mathematics, the School Leadership Team has decided to make the improvement of the grades of our Students With Disabilities one of our priority goals for the year 2011-20112.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- ***Professional Development*** will be given on the following topics: *interim assessments to monitor and revise curriculum; use of checklists and rubrics with the language of the standards to provide specific task related feedback to students regarding their work ; use of data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; curriculum mapping to design common curricula that is rigorous and embedded in the common core standards*
- ***Target Population(s)***: *Teachers servicing Students With Disabilities*
- ***Responsible Staff Members***: *Assistant Principals, Coach and Data Specialist*
- ***Timeline for Implementation***: *September 2011 through May 2012*

Activity # 2

- *The principal, assistant principals, coach, data specialist and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricular data, focusing on ELL's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress assessment results and follow up activities. Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including Level 1-4 students.*

- ***Target Population(s):*** Teams of teachers working with Students With Disabilities not making acceptable gains
- ***Responsible Staff Members:*** Assistant Principals, Coach and Data Specialist, teachers
- ***Timeline for Implementation:*** September 2011 through May 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- ELA Teachers will design training modules and host ELA workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that ELLS will need in order to ensure a successful transition to the lower elementary school grades.
- All students will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.
- Three family workers will support the school's efforts to improve attendance for all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	152	126	15	12	15	4		8
7	154	127	18	8	21	6		12
8	161	109	20	12	28	3		9
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>-Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>-Achieve 3000</p> <p>-Rourke Non-Fiction Skill builders</p> <p>-Push-in/Pull Out AIS teachers- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>-37 1/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading skills; performing arts electives available after instruction</p>
Mathematics	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>Orchard Math technology based program</p> <p>-Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>-37 1/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in math skills; performing arts electives available after instruction</p>
Science	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>-Content area reading in the ELA classroom</p> <p>-Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>-37 1/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction</p>
Social Studies	<p>-Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>-Content area reading in the ELA classroom</p> <p>-Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>-Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction</p>

At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> -Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria -Parenting tips/counseling- homework help, referrals to outside agencies -Participation in monthly PTA meetings
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> -Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria -Parenting tips/counseling- homework help, referrals to outside agencies -Participation in monthly PTA meetings
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> -Annual hearing and sight exams; free eyeglasses -Dispensation of necessary medication(s) -Maintenance of shot/health records
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 19K292 **School Name:** Margaret Douglas Intermediate School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For two consecutive years 19k292 Students with Disabilities subgroup failed to make their Annual Yearly Progress as evidenced by the New York State ELA Exams. Our goal this year is for our Students with Disabilities to demonstrate progress towards achieving basic standards in literacy, as measured by a 3% increase on the 2012 NYS ELA Exam as compared to the 2011 NYS ELA Exam. Progress for our students with disabilities subgroup is a priority for this school year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Four additional teachers for the Saturday Academy program will provide targeted instruction to Students With Disabilities. We have purchased Achieve 3000, a literacy based intervention program that will be used during the day and in the afterschool A.I.S program.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The funding for professional Development will allow the school to implement and sustain Differentiated instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of students with disabilities will have an increased opportunity to improve their practice, deepen subject/content knowledge and increase their understanding of the needs and strengths of students with disabilities.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

I.S 292 has one teacher that requires mentoring. She is being mentored by an experienced teacher and they meet for two periods each week. We maintain a strong commitment to providing ongoing professional development led by our literacy coach and veteran teachers. Our coach provides professional development in the areas of classroom management and organization as well as the design of instruction and assessment to new and experienced teachers alike.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

I.S 292 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our specific needs and services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 [?](#)

Cluster Leader/Network Leader Deborah Maldonado/Mae Fong	District 19	Borough Brooklyn	School Number 292
School Name Margaret S. Douglas			

B. Language Allocation Policy Team Composition [?](#)

Principal Gloria Williams-Nandan	Assistant Principal Evelyn Maxfield
Coach C. Minnis English Language Art	Coach
ESL Teacher I. Barth	Guidance Counselor F. Hannel
Teacher/Subject Area Y. Alleyne (ELA)	Parent S. Joseph
Teacher/Subject Area K. Poslett (ELA)	Parent Coordinator J. Jenkins
Related Service Provider C. Cohen Speech	Other K. Nipper (Math)
Network Leader Mae Fong	Other T. Williams (Math)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	788	Total Number of ELLs	51	ELLs as share of total student population (%)	6.47%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

1. During the admission process, parents of all students complete a Home Language Identification Survey (HLIS). An informal interview is conducted in the students' native language and English. If the child only speaks English this process is discontinued and the child is placed in a regular education program. If the student speaks little or no English, the initial assessment, LAB-R is administered. If the student's score is beginning, intermediate or advanced level, the child is identified as an English Language Learner. If Spanish speaking students are unable to answer any questions, then the Spanish LAB-R is administered to the student. If the student scores at proficiency level, then the child is placed in a regular education class. If the student is identified as an English Language Learner, the parent is shown the orientation video and depending on parental choice the child is placed in the program of the parent's choice. Students who are identified in this process as speakers of another language are further tested with the LAB-R to determine eligibility for services. The LAB-R exam further defines the student's proficiency level, beginning, intermediate, advanced or proficient. ELL students are placed in ESL/freestanding program based on the LAB-R test results and parental choice. Our fully licensed ESL teacher, I. Barth, is responsible for conducting the initial screening and administering of the HLIS, and if necessary, the LAB-R.

In the Spring, the NYSESLAT is administered. Depending on the LAB-R score, we determine the students who are eligible to take the NYSESLAT in the spring. Further using the ATS reports, such as the RLER, which details students who are eligible to take the NYSESLAT, and the RLAT, which gives the exam history report, students are identified. Students are prepared during their daily English Language Arts (ELA) classes for the annual NYSESLAT. Using the testing modalities report, RNMR, students strengths and weaknesses are targeted and instruction is differentiated to meet the needs of the students.. They are prepared in the testing modalities of reading, speaking, listening and writing. The ELA and ESL teachers collaborate to administer the NYSESLAT, ensuring that each child is tested in each modality. We have a push-in model where the ESL teacher collaborates with the ELA teachers to provide instruction and test-preparation.

2. During registration, our fully licensed ESL teacher, I. Barth, assists parents in completing the Home Language Identification Survey (HLIS) and conducts informal interviews with students and parents. Within ten days, the Language Assessment Battery-Revised (LAB-R) is used to assess students' proficiency level in English. If they score below proficiency level (Beginning, Intermediate, Advanced) the Spanish LAB is administered to assess their needs. Parents are then invited to view the orientation video where they gain an understanding of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Depending on parent choice, the student is placed in the appropriate setting.

3. Parent Surveys and Program Selection forms are given to parents at the time during the registration process. The parents sign the letters, acknowledging that the child is still entitled to ESL services. The original letter is placed in the child's cumulative records and a copy is placed in the School's ESL binder. Program selection forms are also placed in the Cumulative records of students and the copies are placed in the school's ESL binder. Our fully licensed ESL teacher I. Barth, follows through to ensure that the forms are completed and returned. If the form is not returned, we schedule an appointment for the parent to sign another form.

4. Parents of ELL students are invited to review programs available for English Language Learners. After listening to a presentation and viewing the orientation video, parents are provided an opportunity to select the best program to meet the needs of their child. A selection form is provided to parents for this purpose. The original placement letter records are maintained in the students' cumulative

records and the copies are in the school's ESL binder. Additionally, the entitlement letters are placed in the student's cumulative records and the copies are placed in the ESL binder. Parents are usually contacted via telephone or letters mailed and taken home by the students. Where necessary, translation services are provided by the ESL teacher and school aides.

5. Parental choices and the BESIS report show that parents have consistently chosen the freestanding ESL program. Should more than 15 parents of students in two contiguous grades request a program, other than the freestanding ESL, adjustments will be made to the programs offered.

6. The program models offered at I.S. 292 are aligned with parent requests.

Part III: 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="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							15	15	21					51
Total	0	0	0	0	0	0	15	15	21	0	0	0	0	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	20
		Special Education	13
SIFE	12	ELLs receiving service 4-6 years	15
		Long-Term (completed 6 years)	16

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 special education. [?](#)

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	20	8	2	15	4	5	16	0	6	51
Total	20	8	2	15	4	5	16	0	6	51

Number of ELLs in a TBE program who are in alternate placement:

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							9	11	14					34
Chinese														0
Russian														0
Bengali							1	2	1					4
Urdu														0
Arabic														0
Haitian							0	1	1					2
French							2	0	2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1	3					7
TOTAL	0	0	0	0	0	0	15	15	21	0	0	0	0	51

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Instruction is delivered using the Push-In model.
 - b. ELLs travel together as a group by grade. They are a heterogeneous group with mixed proficiency levels.
2. As per CR Part 154, the ESL teacher, I. Barth, pushes into classes to ensure that students receive their mandated number of instructional minutes. (360 mins. - Beginning and Intermediate; 180 mins - Advanced)
3. Where possible, the ESL teacher pushes into content area classes. Additionally, students are provided core curricular materials in alternate languages. Additionally, instruction is differentiated based on collaboration between content area teachers and ESL teachers.
4. ELLs who score below proficiency level are evaluated using the Spanish LAB-R.
5. a. Tutoring and mentoring are incorporated into the SIFE academic program. Being aware of the many socio-economic and academic issues that impact the ELLs, the staff provides additional support and help through tutorials and Saturday Academy.
 - b. With the aid of the fully licensed ESL teacher and the content area teachers, needs analyses will be conducted so that there is a point of reference at which to begin instruction. Instruction will then be differentiated to meet the needs of these students. Students will be continuously assessed so that instruction is tailored to meet their needs. As students are prepared for the modalities of the NYSESLAT, they will also be exposed to the demands of the New York State English language arts test.
 - c. ELL students 4-6 years will receive additional language acquisition instruction by implementing AIS services, Achieve 3000, and Saturday Academy. Students are provided small group instruction and opportunities to attend extended day programs.
 - d. LT-ELL students receive additional language acquisition instruction, computer training, and Job corp registration assistance.
6. Special needs student who are also ELLs are provided support through ESL, and special classes as required and indicated on the student's IEP. In addition, students participate in targeted assistance small group instruction using Achieve 3000, Saturday Academy and SES programs. Instruction is provided by a certified licensed pedagogue.
7. ELL-SWD will receive additional language acquisition instruction by implementing AIS services, Achieve 3000, and Saturday Academy. Additionally, the use of technology, iPads, laptops and the smartboard, allows a certified licensed pedagogue to differentiate instruction to meet their needs.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs receive intervention in ELA, Math and the other content areas. Achieve 3000, a literacy based program, is used to supplement language acquisition and development in ELA, while the students are exposed to the Orchard intervention program in math. Our beginning and intermediate ELLs benefit extremely from the these programs. We also provide Saturday Academy and the 37 1/2 minutes where ELLs are targeted in small groups. The ESL teacher who pushes into classes, offering support. Additionally, there are Spanish editions of text books in the content areas to help supplement the students' language acquisition.

9. ELLs reaching proficiency are also targeted in after-school and Saturday Academy programs. Additionally, they are included in small group tutoring during the day. These former ELLs are afforded testing accommodations similar to those of current ELLs if needed.

10. Currently we do not have any new programs. However, in the future we would consider grants in order to implement new programs.

11. At this time we are not discontinuing any programs.

12. Our ELL population has equal access to all programs during and after school. (ex.. martial arts, marching band, african drumming, basketball.....) ELLs participate in a performing arts elective for 90 minutes each week. Additional tutoring is provided to advanced ELLs and transitional students to ensure they maintain a successful grade on the NYS ELA and Math exams. All ELLs are serviced during the additional 37 1/2 minutes and Saturday Academy.

13. Achieve 3000, Renzulli Learning, bilingual glossaries, ipads, laptops, smart board, classroom libraries.

14. Native Language support is delivered by using laptops, ipads, classroom libraries and glossaries.

15. Classroom libraries that are in native language that are purchased are at the middle school level. Additionally, Achieve 3000 that is used is the Teen Connect version, which is for early teenagers and Renzulli Learning provides the learning profiles for students which help teachers to further customize instruction for the students.

16. Incoming students and parents have the opportunity to visit and tour the school at the end of the school year. They receive an orientation that helps them to adapt to the requirements of the school.

17. At this moment, we are not offering language electives. However, in the future we would like to offer foreign language to students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 1-5 here

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided for all ESL service providers and content area teacher. Topics include current research and materials, best practices, ELL data review and ESL/ ELA standards, core curriculum, and the ESL prototype to support a balanced literacy approach. Teacher team meetings address teaching strategies and student specific questions and concerns. Professional development meetings take place monthly while school-based meetings are arranged more frequently depending on the progress of the students as evidenced by student periodic assessments. Additionally, professional development is provided by our CFN network on a monthly basis.

2. Built-in weekly, grade specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps. In addition, we are able to assess ELL student progress in other content areas with those teachers during professional development periods. Staff also discuss methods of helping students in the transition process from elementary school to middle school.

3. 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. will be provided by the CFN Network.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We continue to work in the area of parent involvement. Parents participate in the G.E.D. classes, Open School night and they attend orientations, PTA meetings and our martial arts classes. Our ESL teacher, school aides and martial arts instructor assist with translation. Where necessary, Title 3 funds may be used to aid the translation process.

2. Yes, the school partners with the YWCA and Supplemental Education Services providers who offers workshops to parents. Workshops such as Resume Writing, Signs of Bullying, Healthy Food Choices, are provided to ELL parents. Translation in Spanish is usually provided by our school aides.

3. Parents participate in surveys, which are printed in English and Spanish, at the beginning of the year, indicating the activities in which they might be interested. We try to offer to areas of most interest.

4. Parental involvement activities, such as G.E.D classes, Parent Orientations, martial arts classes are provided based on the needs of the parents as indicated in their surveys. Translators are usually hired for these occasions.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	2	5					9
Intermediate(I)							4	1	9					14
Advanced (A)							9	12	7					28

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	15	15	21	0	0	0	0	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	8	1		13
7	3	7	2		12
8	7	10	0		17
NYSAA Bilingual Spe Ed					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	3		4		6				13
7	4		5		2		3		14
8	1		14		4				19
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									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 Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Intermediate School 292</u>		School DBN: <u>19K292</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Williams-Nandan	Principal		
Evelyn Maxfield	Assistant Principal		
Juanita Jenkins	Parent Coordinator		
Innocencia Barth	ESL Teacher		
	Parent		
Innocencia Barth	Teacher/Subject Area		
Yvonne Alleyne	Teacher/Subject Area		
Catherine Minnis	Coach		
	Coach		
Florence Hannel	Guidance Counselor		
Mae Fong	Network Leader		
Juanita Jenkins	Other <u>Parent Coordinator</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19k292 **School Name:** Intermediate School 292

Cluster: 5 **Network:** 535

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

Part A: Needs Assessment Findings

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

Intermediate School 292 will ensure that the Home language Surveys will be administered to parents at registration to determine the language spoken in the primary language spoken in the home. Based on the responses on this survey, the school will ensure that translation services are available in the languages described. The school will maintain an appropriate and current record of the primary language spoken by each parent and this information is maintained in ATS and on the students' emergency card.

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.

Intermediate School 292's major written translation and oral interpretation needs focus on the languages of Spanish, Haitian Creole, French and Bengali. These findings were shared with all members of the school community and care is taken to ensure that all documents are translated into these languages and that written translation and oral interpretation services are offered in conjunction with the Department of Education.

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 documents that are distributed to parents will be translated into the aforementioned four languages. Our school aides and parents assist in this process. Additionally, the translation app on the ipad will be utilized to translate documents that have to be translated

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

Our school aides and teachers and parents will assist in this process. Intermediate school 292 shall provide timely provision of interpretation services at group or one on one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors and or other school staff regarding their child's well-being.

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>.

Each parent whose primary language is a covered language and who require language assistance will be issued a copy of the Bill of Parents Rights and Responsibilities, which includes their their rights regarding translation and interpretation services. I.S 292 will post in a conspicuous location near its primary entrance in each of the covered languages, indicating the availability of interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

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: Margaret Douglas	DBN: 19K292
Cluster Leader: Debra Maldonado	Network Leader: Mae Fong
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 51 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 6

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:

This program is designed to address the needs of all ELLs, beginners, intermediate and advanced. Sixth, seventh and eighth grade students will be served. The Saturday Academy program begins in October and ends in April and operates from 9:00am to 1:00pm. During these sessions students will be instructed in English. A diagnostic test will be administered to determine the students' strengths and weaknesses and they will be exposed to skill-based instruction in both reading and math based on their weaknesses. In addition to work books in math and reading, students will use the literacy based computer program, "Achieve 3000" and "tenmarks.com".

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:

Network and school-based professional development will be provided for all ESL service providers, regardless of status. Topics will include current research and materials, best practices, and alignment with standards, and core curriculum. Subsequent meetings will address individual teacher, school and/or student specific questions and concerns. Network meetings will take place monthly while school-based meetings may be arranged more frequently depending on the progress of the students. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps in addition to being able to assess ELL student progress in other content areas with those teachers during professional development periods.

Ninety minutes of Professional Development per week is built into the ESL teacher's schedule. Professional Development topics include, but are not limited to:

"Using Data to Inform Instruction";

"Incorporating and Developing Vocabulary Strategies into Writing";

"Supporting ELLs in the General Education Classroom"

Part C: Professional Development

“Analyzing Student Work”

“Differentiating Instruction to Meet the Needs of ELLs”

Professional development is ongoing and will continue based on the needs of teachers and students as we continue our formative assessments and formal and informal observations.

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:

It is imperative that parents of ELLs are deliberately involved in the education of their children. To this end I.S 292 will offer GED and ESL classes for parents of ELLs. Additionally, we will offer early morning Homework classes where the students and parents receive help with assignments which were difficult. Also we will expand ESL classes to a coupon club during Saturday academy (parents meet while students are meeting for academic study) and swap coupons while practicing English). These activities will continue for the duration of Saturday Academy which is held from October 2011 to April 2012. Parents will be notified via emails and letters, and phone calls in English and their native languages.

Part E: Budget

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

Allocation Amount: \$

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

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.
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		