



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** ADRIAN HEGEMAN

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K092

**PRINCIPAL:** DIANA RAHMAAN

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**SUPERINTENDENT:** BUFFIE SIMMONS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Diana Rahmaan	*Principal or Designee	
Karen Haughton	*UFT Chapter Leader or Designee	
LaKeisha Moffatt	*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	
Vanessa Glover	Member/Teacher	
Gilbert Rimple	Member/teacher	
Bushra Alkudadi	Member/parent	
Boula Mustapha	Member/parent	
Sonia Saddler	Member/parent	
Ana Villaverde	Member/parent	
Deborah BenAri	Member/parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 2010-2011 - pages 4 & 5

-Broaden the curriculum to extend coherence and alignment with the CCLS.

-Verbal feedback included the implementation of on-going professional development for administrators, distribution of leadership roles for teachers, and use of mini professional visits to provide on-going feedback to teachers to improve instructional practices.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leadership will engage in setting direction, development of leadership staff, realignment of school systems and structures to meet the initiatives outlined by the DOE Citywide Instructional expectations, thereby increasing teacher effectiveness and student achievement.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

-The principal will define school goals as articulated in school wide improvement plans to increase a shared understanding of what the school should look like and what needs to be done to get there, as well as set high expectations for all students, including ELL and SWD students. School improvement teams (SLT, attendance, school safety team, CCLS team, School Inquiry team) will meet on a regularly scheduled basis, once a month or more, to promote collaborative problem solving and communication using relevant data from various sources to make recommendations for school improvement. Recommendations will be articulated by team leaders to various constituencies as a means of sharing information and obtaining feedback. All teams will maintain agendas, notes, and sign in sheets. Teams will be in place from September 2012 – June 2013. Team facilitators will include administrators, instructional leads, and teachers selected by their colleagues.

-School improvement teams will engage in the analysis of formative and summative assessment data to identify and make recommendations for changes in the instructional program, selection of instructional materials, and support initiatives. Grade level data will be charted and available to staff and teacher teams for analysis and to modify instructional plans, including curriculum maps/unit plans. As this is a continuous process, teams will be in place from September 2012 – June 2013.

-The principal and cabinet will engage in the alignment of all resources to maximize attainment of school improvement goals. Resources will include budget allocations, staff assignments, calendar of professional development, Fordham Network specialists, etc. Planning and implementation of initiatives will commence in Sept. 2012 and continue through June 2013 (planning for Sept. 2013).

-The administrative cabinet will participate in ongoing professional development to strengthen their skills in modeling of instruction; conducting formal and informal observations of lessons; conferencing effectively with teachers to improve their pedagogy; in depth understanding of the CCLS; and, implementation of the DOE Citywide Expectations. Professional development will be provided by the principal, Fordham Network, DOE, CSA, and contracted instructional specialists. All off site professional development is scheduled throughout the school year by each division. The principal will provide professional development opportunities during cabinet meetings and after school hours.

-Our Network will provide opportunities, commencing in September 2012, for staff members, including the administrative staff and school based instructional leads, to participate in workshop sessions specifically designed to address the needs of our ELL and SWD populations. This support will include the development of systems to support the Special Education Reforms and compliance mandates for ELL students.

-In October 2012, we will identify school based instructional leads (teachers) to assume leadership positions as staff developers for the CCLS, facilitators of pd for teacher teams, support curriculum mapping/unit planning initiatives, and work closely with the administrative cabinet to promote collaborative problem solving and communication amongst staff. Instructional leads will be trained by the principal and Fordham Network specialists, as well as participate in DOE sponsoring training opportunities.

-The principal and other school leaders will engage in ongoing modification of school structures and processes that promote collaboration, efficiency, and student progress. This will include reassignment of staff responsibilities to reflect more accountability and alignment with student progress and modification of teacher programs to reflect increased common planning time for teachers. Changes will be reflected in September 2012 organization chart and teacher programs. We will phase in the push in model for ESL instruction and identify AIS eligible students for pull out support using the Achieve 3000 program.

**Budget and resource alignment**

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy       Title IA       Title IIA      x Title III       Set Aside       Grants      x Other-describe here: Priority/Focus sch.funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title 1 Focus funds will be used to contract with professional development consultants from Fordham University and cover the cost of per session for after school professional development of teachers. Additionally, title 111 funds will be used for professional development support and after school per session PD

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Quality Review - 2010-2011 - page 4

Broaden the curriculum to extend coherence and alignment with the Common Core Learning Standards and provide more opportunities for students to be engaged in the arts and technology so that students make academic progress.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all instructional staff will have incorporated the Common Core Learning Standards into pre-k – 5<sup>th</sup> grade curriculum maps to strengthen and increase instructional rigor across the grade levels as evidenced by improved student performance in mathematics and literacy on assessments and performance tasks.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

-Teachers will engage in modifying curriculum maps and units of study to align with the Common Core Learning Standards and increase rigor in classroom instruction. We will use benchmark assessments, administered in September and October, to establish a baseline for professional development and instructional coherence.

-Teachers across the grades will participate in professional development geared towards the development of maps and unit plans aligned with the DOE Citywide Instructional Expectations and CCLS. This support will be provided by our school based instructional leads, administrative staff, and Fordham Network instructional specialists, and Fordham University Consultants. The initial implementation of this process started in May/June of 2012 and will continue through June 2013. This will allow for ongoing modification based on data and planning for Sept. 2013.

-Curriculum maps will reflect instructional activities/resources that infuse the visual and performance arts, as well as instructional software that is research based and will aid students in understanding connections across content areas.

-Teacher teams will meet weekly to plan and implement the CCLS expectations and performance tasks for all students, including ELL and SWD subgroups. The ESL lead teacher and IEP teacher will work closely with teacher teams and instructional support staff to ensure that the inclusion of ESL and differentiated instructional strategies are incorporated in planning for instruction and academic support programs.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title 1 Priority/focus funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title Priority/Focus funds and Title 1 funds will be used to contract with professional development consultants from Fordham University and provide per session for after school/Saturday professional development sessions.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 2010-2011 – page 5.

-Ensure that lessons are consistently rigorous and suitably differentiated to challenge all students, and that questioning extends thinking to maximize student learning.

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will have engaged in a minimum of 5 professional development sessions focused on the three competency areas of questioning and discussion techniques, instructional planning for coherence, and assessment, resulting in a uniform understanding of effective teaching practices.

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

-School administrators, instructional leads, and teachers will participate in on-going professional development in the three competency areas of questioning and discussion techniques, assessment, and instructional planning facilitated by our Network instructional specialists. Training will be turn keyed to staff during the months of October 2012 – May 2013, by school based instructional leads and administrators. On site professional development will take place during lunch and learns, per session, mass preps, videos, inter-visitations, and off site visits to partner Network schools.

-Formal, informal, and mini professional visits will be conducted throughout the school year. All formal, informal, and mini visits are followed by one to one instructional feedback sessions. Using a research based rubric, we will be able to provide teachers with meaningful feedback centered around best practices in the classroom setting; identify next steps for improvement and enrichment of practices; and, as need is indicated, develop a plan of support for the teacher.

-In June 2013, teachers will participate in a self assessment of support and progress that will be analyzed by school leaders and instructional leads to direct our professional development plans going forward.

-Para professionals in special education classrooms will attend RTI training facilitated by our Network specialist as a means of understanding their roles as a support person for increasing student performance using tiered instructional strategies in the small group setting. This initial training will take place in December 2012. Prior training was provided for teachers in 2011-2012 by Fordham consultants, but modifications to the initiative require that additional support is given to classroom teachers and administrators. Training will take place October 2012 – April 2013. It will be facilitated by Network specialists and school based instructional leads.

**Budget and resource alignment**

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
  
- Select the fund source(s) that your school is using to support the instructional goal.  
x  
 Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). This initiative is supported by in house staff and Network specialists. It will not require special funding. Positions are funded through tax levy and Title 1 funds.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Learning Environment Survey – 2011-2012 - page 6, item #6.6

My child’s school offers a wide enough variety of courses and activities to keep my child interested in school

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teachers will have taught a minimum of 5 “PBIS” based lessons to all students to promote and increase social/emotional competencies.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

-In September/October 2012, teachers across all grade levels will teach a series of “PBIS” based lesson plans that cover character building skills, cooperative learning, and provide a framework for students to use when encountering social and emotional issues in school and at home. The lessons taught will serve as a reference source for teachers and students throughout the school year. During Respect For All week, additional lessons will be implemented with a focus on anti bullying. Outside anti bullying groups will be invited to perform for our students during assembly programs throughout the school year. Students will enhance their personal and social skills such as conflict resolution, decision making, and problem solving. OORS data will be used to monitor decrease of incidents, student recidivism, and areas most affected by incidents. The School Safety Team will use this data to make recommendations for policy and procedure changes.

-Staff members will facilitate the development of extra-curricular activities for students to engage in during the day and after-school programs. Activities will include a co-ed basketball team, cheerleaders, elected student council, drama club, steel pan band (spring), participation in the citywide Lego Robotics program, partnership with a community based senior citizen home, and greater participation in sports competitions. The extra-curricular activities are managed by school administrators, teachers, Parent Coordinator and parent volunteers.

-Students removed from class to the SAVE program will, in addition to small group academic support from the teacher, will receive one period of social/emotional health based support from the assigned guidance counselor. During the lunch period, the students remain with the counselor for additional support through open discussions of concerns. Counselors are also available during the lunch periods to work with students who need that additional during lunch. The SAVE teacher maintains pre and post consultation with the referring teacher or administrator. Follow up is done within one to two weeks after initial contact with the SAVE program. SAVE is in place for the full school year.

-AIS students who need additional support with behavioral/social emotional issues, will have available to them, during after-school hours on Wednesdays and Thursdays, the opportunity to participate in one to one and small group guidance sessions that cover topics such as conflict resolution, self-esteem building, anger management, and other topics of interest to them. Parents of the participants may also schedule after-school appointments with the guidance counselor to discuss concerns and receive strategies that can be implemented in the home. The counselor will serve as a bridge with the child's teacher. This pilot program will commence in January and culminate in April 2013.

**Budget and resource alignment**

• Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

x

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here:Title 1 Priority/Focus

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title 1 Priority/Focus funds support the per session guidance component for AIS students. Other positions, teachers and administrators, are funded by tax levy and title 1 monies.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYC School Survey – 2011-2012 – pages 5 and 6 – Communication and Engagement

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility

6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, parent and community engagement will increase by 10% as evidenced by parent attendance at monthly Parent Association meetings and workshops.

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.

-The Parent Coordinator will work closely with the Parent Association Executive Board to plan and implement the 2012-2013 professional development calendar and activities for parents. Parent workshops will be scheduled monthly. Workshops will address school related topics such as curriculum, DOE Instructional Expectations, CCLS, SWD and ELL informational sessions, state assessments, and personal needs (housing, employment, immigration, social services, etc.).

-In September and October 2012, administrators and teachers will host evening orientation sessions to present the grade level course of study, school and city wide instructional expectations, CCLS, school goals and initiatives. Additionally, the ESL teachers will host orientation sessions for new and continuing parents.

-Parents of incoming pre-K , K, and first grades will receive a Parent Handbook that can be used as a resource guide to understand school policies and procedures, as well as the key support persons.

-The Parent Association room will have computers available to parents to assist them with access to ARIS. The Parent Coordinator will conduct, in September 2013, an ARIS workshop to introduce parents to ARIS and to provide passwords.

-In addition to report cards that are distributed three times per school year, parents will receive periodic assessment data results from ECLAS, periodic predictive exams, performance tasks, Achieve 3000, and EPAL.

-The Parent Coordinator works closely with the district Councilman, State Senator, and district office to host community resource groups and educational presenters to facilitate discussions around family related topics(Sept. – May 2013), host job fairs (spring), facilitate food drives, and schedule speakers to address the specific

needs of ELL and SWD students (March – June 2013).

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title1 Priority/Focus funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
  
Title 1 Priority and Focus parent engagement funds will be used to contract with professional development vendors and to purchase parent materials (resource materials used in P.D.)

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Achieve 3000 computer based reading intervention program.</p> <p>-Our AIS program provides additional support to students, including ELL and SWD cohorts, in grades 1 – 5, who have been identified as performing below grade level based on assessment data and teacher observations. Students receive four hours of additional support in literacy and mathematics. We use, for grades 1 and 2, the “FOCUS” reading intervention series, and “WRITE”. Grades 3-5 use the “Ready” N.Y. CCLS aligned reading series.</p>	<p>-Achieve 3000 is a small group pull out program that allows children to work individually, with teacher support, at assigned computer/lap top units. This program is accessible at school and home. The home component gives parents an opportunity to review the work of the child and to provide coaching support.</p> <p>-The AIS after-school program is conducted using a team teaching approach. There are two grade level teachers in each classroom. Class size is limited to 25 students. Teachers are able to work with students in small groups and one to one during guided practice and independent work activities. A school aide will be used to assist in 1 to 1 tutoring and monitoring of student</p>	<p>-Achieve 3000 students are pulled out 2-3xs per week by an assigned teacher. This gives them 80-120 minutes of intervention support during the day program. The program can be accessed at home, allowing students additional support time.</p> <p>-The AIS after-school academic program is held two days a week, Mondays and Tuesdays, from 3:20 pm – 5:20 pm.</p> <p>-Extended time is held Mondays – Wednesdays, from 2:40 pm – 3:20 pm</p>

	<p>Both programs are closely aligned with CCLS and provide intervention and enrichment instruction. ELL students are taught by a state certified ELL teacher who incorporates ELL strategies in the use of the “Ready” program. SWD students work with our resource room teacher and general ed. teacher.</p> <p>-During Extended time, lower grade teacher use the “Foundations” phonics based program.</p> <p>-To increase vocabulary skills, during the day program, all teachers implement the “Wordly Words” program which is designed to increase exposure to content specific words and build strategies for using context clues to understand new words.</p> <p>-Cluster teachers are assigned to testing grade classrooms to provide additional instructional support to students during Extended Time .</p>	<p>activities, Mondays and Tuesdays, from 2:30 – 4:30 p.m. Supply funds will be used to purchase student workbooks and readers that meet the rigor of the CCLS and prepare students for city and state testing, copier supplies for instructional packages and homework, and basic supplies for student use.</p> <p>-Extended time students receive small group and one to one instructional support from their classroom teacher. Focus of support is based on individual assessment data.</p>	
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<p>Mathematics</p>	<p>-All students receive 90 minutes of daily instruction in mathematics using the “Every Day” math program. In addition, AIS students receive an additional four hours of support in literacy and math through the after-school program, using the CCLS aligned “Ready” program. During the day program, teachers incorporate differentiated instruction based on assessment data and teacher observation.</p>	<p>-During the day program, teachers provide whole class, small group, and one to one support. Our AIS after-school program uses the team teaching approach. This allows for small group and one to one direct instruction.</p>	<p>The AIS after-school program is conducted Mondays and Tuesday, from 3:20 pm – 5:20 pm. Extended time is scheduled for Mon. – Wed., 2:40 pm – 3:20 pm.</p>
<p>Science</p>	<p>We teach science using the inquiry based, hands on FOSS science program. To strengthen content knowledge, we have infused content based literature and writing in the 90 minute literacy block. Pending funding, we will commence the science after-school program for fourth grade students in March 2013-May 2013. The instructional approach is inquiry based with hands on experimentation and writing in response to literature. Instruction will also focus on developing</p>	<p>Instruction is delivered using whole class, small group, partnered, and individualized models.</p>	<p>Students are programmed for science instruction 3xs per week with their classroom teacher. The infusion of content based literature in the literacy block occurs weekly. The after-school science program is scheduled to start in March 2013, for two hours per week.</p>

	content level vocabulary and increasing comprehension skills.		
Social Studies	Using the core curriculum social studies series, we take an interdisciplinary approach to social studies and literacy. Using our “Reading Street” literacy series, we are able to infuse social studies content through the use of non-fiction and fiction literature, to provide additional support in the areas of writing in response to informational text and comprehension of documents and historical information. Teachers use unit assessment data to inform their instructional planning for whole class and small groups. Students engage in small group and independent projects using DBQ strategies.	Instruction is delivered using whole class and small group models.	Students receive direct instruction in social studies 2-3 times per week with the classroom teacher. This is supplemented through the infusion of content based literature in the daily 90 minute literacy block.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receiving AIS services are identified in September and October, and as they register over the course of the school year. Guidance counselors, the AIS	Counseling is offered to students in one to one and small group settings. This is determined by an IEP or particular needs of a non mandated student. Also, the guidance counselors provide	Counseling is provided both on a scheduled basis, non mandated basis determined by a child’s needs, and emergency basis for crisis intervention. For mandated students, the weekly contact

	<p>facilitator, and SBST team work closely together to identify students in need of academic and social support. Monthly PPT/LRE team meetings are held to case conference students referred by staff or other support staff. They assist in the on-going monitoring of student progress, attendance and lateness, hearing and vision needs, behavior modification, and family concerns that may interfere with a child's progress and well being. Our Parent Coordinator works with the support team to conduct regularly scheduled workshops to deal with issues related to children and their families. Children/families in crisis are referred to outside agencies that provide health, mental health, and family crisis intervention. Counselors maintain a log of assistance and meet with students based on need, or/and IEP mandates. In addition, the school psychologist and social worker work collaboratively with support staff to provide crisis</p>	<p>small group guidance workshops for students in the SAVE class.</p>	<p>hours are determined by his/her IEP. Non mandated contact is generally one to two times per week for a predetermined number of sessions based on need and progress.</p>
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	<p>intervention for non mandated students, or mandated students as determined by the IEP. Also, support is offered to classroom teachers in the development of behavior modification plans and implementation of in class strategies to modify behavior.</p>		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- School based inter-visitations and observations of effective instruction by peer teachers.
- Teachers work collaboratively to develop and modify grade level curriculum maps in alignment with the 2012-2013 DOE Citywide Instructional Expectations and CCLS.
- Teachers engage in professional development facilitated on and off site by school based instructional leads, administrators, Network instructional specialists, and Fordham University consultants.
- Each grade level has five common planning periods per week to facilitate collaborative instructional planning, engage in professional development, and participate in grade level and teacher team meetings.
- All teachers participate in weekly teacher team meetings, and grade leaders attend bi-weekly School wide Inquiry Team meetings.
- Selected teachers participate in visitations to district based high performance schools to observe instructional programs and teachers. Findings are shared out with team members.
- First year teachers are assigned mentors. A second year of mentoring is scheduled if applicable.
- To fill vacancies, the principal and assistant principals attend city wide recruitment fairs, interview and observe instructional demonstration lessons, request supportive references, and request candidates from the two primary NYC DOE recruitment programs.
- High qualified funds are used to pay for off site professional development opportunities, contract with leading instructional specialists to facilitate on site PD and/or provide direct one to one support.
- Instructional leads work closely with new teachers and those in need of support on a one to one or small group basis.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**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 1<sup>st</sup> 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 and a lending library with instructional materials for parents;

- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>110</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>092</b>
School Name <b>Adrian Hegeman</b>			

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

Principal <b>Mrs. Diana Rahmaan</b>	Assistant Principal <b>Ms. Robertson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Sterling</b>	Guidance Counselor <b>Mr. Pintro</b>
Teacher/Subject Area	Parent <b>Ms. Neferti Gray</b>
Teacher/Subject Area <b>Ms. Green, common branches</b>	Parent Coordinator <b>Ms. Dawn Mc.Loed</b>
Related Service Provider <b>Ms. Gantz</b>	Other <b>David Savitt, ESL teacher</b>
Network Leader <b>Ms. Michelle Manning-Andrews</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>593</b>	Total Number of ELLs	<b>82</b>	ELLs as share of total student population (%)	<b>13.83%</b>
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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. 

## PART II ELL IDENTIFICATION PROCESS

1-P.S. 92 is a pre-k - fifth grade school that serves a population of approximately 593 students. Of this number, 82 students are designated ELLs. At the time of registration the secretary gives the parents the Home Language Survey. An ESL teacher is called and an informal interview is conducted. Both the student and the parent are interviewed in English and, if needed, in their native language. This interview is conducted by certified ESL teachers. We then review the Home Language Surveys. Based on the responses on the survey, if illegible the new students are then assessed using the Language Assessment Battery (Revised) LABR. The students are only assessed one time with the LAB-R test because it is used only for initial placement. However, the students are assessed throughout the year with other assessments. In the spring the ELL's are assessed with the NYSESLAT which determines their proficiency level in English. This test is given to them every year by the ESL teachers in the building until they test out of the program.

2-Once the students are identified and eligible to receive services, the parents are invited to an orientation within the first ten days after registration. Here they are informed about the three program choices available to their children. At the orientation, all relevant information is provided in the parents' native languages through the use of interpreters. Most of these interpreters are qualified staff members from our school who speak a variety of languages. Also a video that describes each program is presented in English and in the parents' native languages.

3- Following a video presentation, parents fill out a program selection survey and choose the type of program they want for their child. The three choices are Transitional Bilingual, Dual Language Instruction and Freestanding ESL. In cases where the parents cannot be reached to make a selection, (by default as per CR Part 154) their child will be placed in a bilingual program, until the parent is able to come in and select a program. After the child is placed in the program that the parent selected, an entitlement and a placement letter is sent home with the child to the parent in English and in the native language.

4- For those students that are in the program from previous years a continued entitlement letter is sent home to the parents informing them that their child will continue to receive services. A copy of all letters, parent surveys and HLIS forms are kept in the ESL office/classroom.

5- Reviews of the parent survey and program selection form from the past few years have shown that approximately 98% of the parents select ESL as their first choice for their child's instruction. Consequently, at our school there are no bilingual or dual language classes.

6- Should we have enough students in consecutive grades for bilingual program we will open a transitional bilingual class to accommodate our students. At this moment if a parent selects a program that is not offered in our school, that parent is given a transfer option letter so that the child can attend another school in the network where such programs are offered. The ESL teacher meets with the parent and tries to find a school in the area that is convenient for the parent and the child to attend.

## 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  
Page 29  
 6  7  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	12	14	16	15	8	17								82
<b>Total</b>	12	14	16	15	8	17	0	0	0	0	0	0	0	82

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	1

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									Total
	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	
TBE										0
Dual Language										0
ESL	58			23			1			82
<b>Total</b>	<b>58</b>	<b>1</b>	<b>6</b>	<b>23</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>82</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
<b>TOTAL</b>														

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP	EL	EP																	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>																					

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>											

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	7	6	5	2	7								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	5	6	1	4								19
Haitian	4	2	5	4	5	6								26
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												3
<b>TOTAL</b>														

## Part IV: ELL Programming

### 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

## A. Programming and Scheduling Information

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?

1-2 At our school the organizational models used are pull-out and push in. For the pull-out model, the students are pulled from their classrooms and are grouped according to their level of proficiency. There are two teachers that service our ELLs, Mr. Savitt who services students in kindergarten, second and third grades. He services his kindergarten students by pushing into the classrooms on a daily basis to ensure they receive their mandated 360 minutes of ESL per week. As for the second and third grade classes, beginners and intermediates are pulled together from classes 201, 202, 203, 129, 301, 302, 303, and 304. The second and third grade advanced students are pulled together. They receive 180 minutes of ESL with the ESL teacher, and 180 minutes of ELA with their classroom teachers. The other teacher, Ms. Sterling services first grade, fourth grade and fifth grade students. She uses the pull-out and push in models to group her students according to level of proficiency. First grade students are pulled from their classrooms on Mondays, Wednesdays and Fridays and on Tuesdays and Thursdays the teacher push in to their rooms. All first graders receive 360 minutes of ESL per week. Fourth grade advanced students are pulled by themselves. They receive 180 minutes of ESL and 180 minutes of ELA instruction per week. These students are pulled from classes 401, 402, 403 and 404. The beginners and intermediate students in fourth and fifth grade are pulled together four times a week for eight periods. They receive 360 minutes of ESL instruction per week. They are pulled from classes 401, 402, 403, 404, 501, 502, 503 and 519 The fifth grade advanced students are pulled two days a week and receive their 180 minutes of ESL and 180 minutes of ELA. They are pulled from class 501, 502 and 503. The language of instruction is English only. However, we utilize resources in other languages to help students achieve a smooth transition from their native language to English.

3- The ELLs receive content area instruction through ESL. To facilitate this The Santillana Spotlight on English Series and Reading Street are used. In addition a variety of ESL strategies are used, such as realia, role play, pictures, graphic organizers and miming. These different methods are used to enrich their language development.

4- Students who are in an English Language School for less than two years and are fluent in their native language are offered content area state and citywide exams in their native language if available.

5- When we service our SIFE students, special emphasis is given to each students based on individual needs. A variety of strategies are used such as modeling, repetition, graphic organizers, buddy system and technology to increase their level of proficiency in reading, writing, listening and writing.

For those students who are in the US school system for less than three years and are required to take the ELA exam, differentiated instructional strategies are used to strengthen the skill areas in speaking, listening, reading, and writing. These students are also receiving services through our title III after-school and Saturday Academy programs.

ELL students who are receiving service 4 to 6 years and Long Term ELLs continue to receive their mandated ESL and ELA instruction. In addition, they attend the after school and Saturday Academy programs. They are also part of small group instruction through AIS and our new computer based program Achieve 3000.

6-7 ELLs with disabilities whose IEP recommends ESL or bilingual instruction, continue to receive their mandated hours of ESL Pull out program. They are also involved in our computer based program ACHIEVE 3000, which teaches students on a one to one basis, at their level ensuring that they reach or exceed grade level within a prescribed amount of sessions. They also receive small group, targeted instruction in Math and ELA. They are also pulled for resource room whose focus is individualized attention to meet their specific 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

**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-The targeted Intervention programs offered at PS 92 are; Title III after school and Saturday Academy, AIS, ACHIEVE3000, Wilson program and Foundations. Our after school program is offered 3 days a week for 1 hour. Half of the time is devoted to literacy instruction and the other half is devoted to math. The Saturday Academy is held for 3 hours per week. During that time students are instructed in Math and literacy, using a variety of ESL strategies. Acieve 3000 is a computer-based program that provides essential skill base item analysis and allows each child to start at his/her level of readiness. The teacher and child are able to closely monitor their progress as they advance to each level.

9- Once the students achieve proficiency on the NYSESLAT and test out of ESL program, they continue to receive transitional support through ESL. They are invited to attend the after school and Saturday Academy programs that are provided by the ESL teachers through Title III. They are also a part of the extended day program. During testing they still receive additional time in separate location like all other ELLs in the school.

10- For the 2011-2012 school year our ELLs will contiue to be involved in a technology computer based program ACHIEVE 3000.

11- We are not discontinuing any programs at this time because the programs we have been working with have been very effective for our ELL's.

12- ELLs who have not yet reached proficiency are targeted to receive additional help through several programs offered here at our school. These include; AIS, ACHIEVE 3000, Saturday Academy and an After School program called CAMBA. These programs provide the students with help mainly in ELA and Math, focusing on their areas of weakness. The CAMBA program helps them with homework, safety, psychological development, conflict resolution, academic enrichment and fun activities.

13- The following instructional materials are used to support our ELLs are; Spotlight on English which provides "approaching" and "on level" ELA reading passages, vocabulary building component, and differentiated instructional strategies to address the varying levels of students performance. Other instructional materials used are Reading Street, Getting Ready for the NYSESLAT and Beyond, Finish Line Comprehension Skills, and ACHIEVE 3000, a computer based program in which students utilize laptops.

14- Our ELL students receive native language support through the use of library books, glossaries, picture dictionaries and the buddy system.

15- The services and resources given to the ELLs are both age and grade appropriate.

16- Currently we do not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year. However, during the first week of school all parents are invited to attend an orientation where they get an overview of the l activities for the year.

17 -There are no language elective offered to ELLS in our school.Paste response to questions 8-17 here

## B. Programming and Scheduling Information--Continued

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## 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

## B. Programming and Scheduling Information--Continued

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3. How is language separated for instruction (time, subject, teacher, theme)?
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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.

Two state certified ESL teachers instruct our ELL students. They receive ongoing professional development from the CFN office and attend off-site conferences sponsored by other agencies, colleges and universities. As per the law of Jose P. in which all teachers are required to obtain 7.5 hours of ESL training, the ESL teachers provide schedule professional development workshops for the staff in ESL methodology. This enables them to work more effectively with small groups in the general classroom setting during guided practice groups, conferencing, extended time and after-school programs. Classroom teachers are also invited to observe the ESL teachers as they implement different strategies that could be used in their own classes. Also a new Teacher Team initiative is in place for this school year. Every Thursday teachers meet by grade level and use data to determine areas of common weakness among their students. Then, they decide on specific skills and strategies to be used to address their weaknesses for an agreed upon period of time.

### 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?

PS 92 Parents are strongly encouraged to attend the scheduled ELL and whole school orientations, as well as parent workshops specifically designed to teach parents strategies that can be used at home to improve their child's academic performance. During the spring, the ESL teachers offer adult ESL classes to the parents to encourage them to learn the language in order to assist their children with homework. Parents are also encouraged to meet with the guidance staff to address special concerns that impact the learning and attendance of their children. This includes crisis intervention or referrals for internal and outside services from our community based organizations. Our CAMBA program provides referrals, upon request, for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering their time to the school, as well as workshops related to health, job readiness, and educational issues. We have Spanish, French, and Haitian Creole staff translators who assist during workshops. When a child is registered, we provide interpretation assistance in the languages of Spanish and Haitian Creole. At this time, parents are given full explanation of the available placement options both within and outside of P.S. 92. This sentiment is especially strong among our Haitian and Latin populations. They express a preference for immersion in the English language, as they feel it puts their children on equal footing with non-ELL students, and fosters a faster acquisition of the English language.

## 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)	3	10	6	5	2	4								30
Intermediate(I)	5	3	3	9	1	6								27
Advanced (A)	4	1	7	1	5	7								25
Total	12	14	16	15	8	17	0	0	0	0	0	0	0	82

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	0		2	1							
	I	5	2	2	2	0	1							
	A	6	9	5	2	4	3							
	P	2	4	4	5	14	10							
READING/ WRITING	B	10	6	3	2	2	1							
	I	3	3	7	3	7	1							
	A		5	1	4	7	7							
	P		4	0		4	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	4			8
4	4	10	2		16
5	2	10	2		14
6					0
7					0
8					0
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	2		4		3				9
4	3	1	8	2	4		1		19
5	3		10		2				15
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10		7				19
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)								

## 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
Test)								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses both the ECLAS-2 and NYSESLAT periodic assessment scores of our ELLs to determine at what level of English proficiency they are functioning. We have found that most ELLs (except for the newest arrivals to this country) are able to sufficiently express themselves verbally in English, however, they are weak in both reading and writing skills. Therefore, our instruction focuses more on English literacy and writing skills than on conversational English.  
ECLAS-2 results indicate only an ELL's reading/writing proficiency, whereas NYSESLAT results indicate proficiency levels in all modalities. Analysis of the NYSESLAT scores indicate that our ELL students in kindergarten, first and second grades are weak in the areas of reading and writing. However, in the areas of listening and speaking, the majority of the ELL students in the lower grades are performing at an advanced level of proficiency. In grades three, four and five, the scores revealed that the majority of the students are proficient in listening and speaking. In the areas of reading and writing, scores ranged from intermediate through proficient, with the majority of students scoring at an advanced level.  
3-Test scores indicate that in the lower grades, our areas of educational focus should be reading and writing, with some reinforcement of listening/speaking skills. Despite the NYSESLAT scores indicating that our higher grade level students are performing at advanced English Language proficiency, ECLAS-2 results and teacher observations indicate that our students in the higher grades are still quite weak in reading and writing skills. Therefore, we maintain our key educational focus on these literacy areas, while continuing to review and reinforce listening/speaking skills.  
4- After examining the test results we found that many children who perform at level 2 in math, science and ELA are weak when it comes to reading texts at their instructional grade levels. Each year these students are exposed to different texts in a variety of genres in the math, science and ELA state exams. These texts are all specifically designed to be appropriate for the grade level of the children taking the test. However, the NYSESLAT uses the same instructional text for grades 2, 3, and 4. We find that this difference in testing methodology creates a discrepancy in students' observed performance levels between the results of the NYSESLAT and state exams. It is possible, therefore, for students to be assessed as proficient or advanced according to NYSESLAT results, yet do poorly on other state exams. Teachers analyze the results of the NYSESLAT periodic assessments to set educational goals and to drive instruction. We also use the information to group together students who have similar areas of weakness so that we can streamline our instructional goals and methods and provide differentiated intervention where it is most needed.  
We are learning that the ELL students can have greater success by using Achieve 3000, a computer-based program which requires them to read a passage and respond using multiple choice questions or by writing. We find that this program better prepares students for the types of questions they will encounter on state tests. New students are given math and science assessments in their native languages if such tests are available. This helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused by language barriers.
5. Not applicable
6. The success of our instructional programs for ELLs is indicated by their test results on state exams. We are trying to enable our students to function as any other student at their grade level would do. The best indicator of the success of our program is when our ELLs are able to achieve test results that are comparable to those of students whose native language is English.

## 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
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses both the ECLAS-2 and NYSESLAT periodic assessment scores of our ELLs to determine at what level of English proficiency they are functioning. We have found that most ELLs (except for the newest arrivals to this country) are able to sufficiently express themselves verbally in English, however, they are weak in both reading and writing skills. Therefore, our instruction focuses more on English literacy and writing skills than on conversational English.

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4- After examining the test results we found that many children who perform at level 2 in math, science and ELA are weak when it comes to reading texts at their instructional grade levels. Each year these students are exposed to different texts in a variety of genres in the math, science and ELA state exams. These texts are all specifically designed to be appropriate for the grade level of the children taking the test. However, the NYSESLAT uses the same instructional text for grades 2, 3, and 4. We find that this difference in testing methodology creates a discrepancy in students' observed performance levels between the results of the NYSESLAT and state exams. It is possible, therefore, for students to be assessed as proficient or advanced according to NYSESLAT results, yet do poorly on other state exams. Teachers analyze the results of the NYSESLAT periodic assessments to set educational goals and to drive instruction. We also use the information to group together students who have similar areas of weakness so that we can streamline our instructional goals and methods and provide differentiated intervention where it is most needed.

We are learning that the ELL students can have greater success by using Achieve 3000, a computer-based program which requires them to read a passage and respond using multiple choice questions or by writing. We find that this program better prepares students for the types of questions they will encounter on state tests. New students are given math and science assessments in their native languages if such tests are available. This helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused by language barriers.

5. Not applicable

6. The success of our instructional programs for ELLs is indicated by their test results on state exams. We are trying to enable our students to function as any other student at their grade level would do. The best indicator of the success of our program is when our ELLs are able to achieve test results that are comparable to those of students whose native language is English.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Adrian Hegeman</u>		School DBN: <u>17k92</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Rahmaan	Principal		11/1/11
Brenda Robertson	Assistant Principal		11/1/11
Dawn McLeod	Parent Coordinator		11/1/11
Jacqueline Sterling	ESL Teacher		11/1/11
Neferti Gray	Parent		11/1/11
Ms. Green, common branches	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jean Pintro	Guidance Counselor		11/1/11
Nichelle Manning Andrews	Network Leader		11/1/11
David Savitt	Other <u>ESL teacher</u>		11/1/11
Ms. Gantz	Other <u>related services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 17K92      **School Name:** Adrian Hegeman

**Cluster:** 110      **Network:** 4

**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**

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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.

When a child is registered, parents are interviewed by our ELL teachers and administered the Home Language Identification Survey, and if the need is presented, he or she will speak with one of our staff members proficient in their native language. If needed, we utilize the DOE Interpretation Unit to assist in translation, via a conference call, for language interpretation that is not available at the school. This information helps us to determine the number parents that need to receive written and oral communication in Creole, Spanish, Arabic, or other languages. A review of data indicated that a small percentage of parents, primarily recent immigrants from Haiti or Spanish speaking countries, presented a need for translators in their native language. Based on the above and the evidenced need exhibited during our primary registration period, we conclude that there is an on-going need to provide written translation services for our Haitian Creole and Spanish speaking populations. In years, we saw an increase for Arabic translators. However, in the last two years, this need has decreased due to the availability of parents volunteers available to translate during registration and parent meetings. We will, if warranted, continue to use the DOE translation unit. Report cards are also available to parents in their native languages.

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.

Findings are annually presented to the staff and parent communities during the September faculty conference and October Parent Association meeting, the September ELL parent orientation sessions, the general parent orientation sessions held in September, and articulated to parents as a service provided when they register their child for school (presented by ELL teachers). In 2011 -2012, we propose to continue the same method of notification, in addition to posting the availability of the services prominently in the main lobby of the school building, in the main office, and written notification throughout the school year.

## Part B: Strategies and Activities

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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.

To meet the needs of our families, we will continue to use the DOE Translation and Interpretation Unit and our on-site staff members and volunteer parents who are proficient in the language orally, and in written form.

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.

We propose, in addition to available written translation services in the school, to use per session staff and/or parent volunteers, fluent in Spanish, Creole, and Arabic to provide translation services. The translators will be available at parent workshops, orientations, and for any after-school parent/teacher conferences, including one to one conferences. During the day program, we have identified staff persons who are fluent in the languages of most need, and they will provide oral translation services for parent conferences and other activities that might require assistance.

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>.

In September 2011, we will send written notification to parents describing the available translation services at the school, and their rights regarding translation and interpretation services in appropriate covered languages. If we are not able to provide translation on the school level, the parent will be given contact information for the DOE translation unit, or we will access the unit for them. Additionally, a DOE poster outlining available services will be posted at the main entrance. The Parent Coordinator will also be available to provide assistance.

## 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: P.S. 92	DBN: 17K92
Cluster Leader: Dr. Anita Baptiste	Network Leader: Margaret Struk
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

### 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: For the 2012-2013 school year, we will offer after-school instruction for entitled ELL students in grades three through five. The target populations for the after-school program will be the ELL students who scored levels one and two on the city/state exams and students scoring at the beginning/intermediate levels of NYSESLAT. These students will receive intensified English language acquisition instruction by state certified ESL teachers with many years of experience in the field. This program will develop and enhance literacy and math skills and provide supplemental instruction that will further develop proficiency in English. In order to support the entitled ELL students, one after-school class is scheduled for Tuesdays and Wednesdays, from 3:20 p.m. – 5:20 p.m. The after-school program will commence in November and continue through April 2013, for a total of 15 weeks. Each after-school session will offer one hour of literacy and one hour of enrichment in math. In both programs, class size is limited to fifteen students per class. Using information derived from benchmark assessments, teacher observations, and other exams, the students are grouped according to ability levels and work directly with the teacher in small groups or one to one. Elements of the balanced literacy model are implemented to include independent reading and writing activities, as well as guided group and whole class instruction. We will continue to use the computer research-based program, ACHIEVE 3000 for the after-school program. ACHIEVE 3000 teaches students on a one to one basis, at their level, ensuring that they reach or exceed grade level within a prescribed amount of sessions. We will also use SPOTLIGHT on Responding to Writing Prompts, Paired Passages and GETTING READY FOR THE NYSESLAT AND BEYOND. These materials are based on research designed to meet the needs of Limited English Proficiency (LEP) students and include the essential elements of the five reading components as defined by the NCLB Act. Based on the results of testing and research, there is considerable evidence of improvement in the students' writing skills using this program. These skills will be reinforced with the use of the complementary skill books.

### 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: Two ESL teachers will engage in Fordham University, PSO , citywide, and school based professional development. All professional development is offered in English and focuses on implementation of ESL methodology in reading, math, and the content areas of science and social

### Part C: Professional Development

studies. All providers of professional development are state-certified teachers and / or ELL/ESL instructional specialists. In addition, the ESL teachers will attend a series of workshops on a variety of topics that include differentiated instruction, analyzing data, vocabulary development, Achieve 3000, common core standards, assessments and Respond to Intervention (RTI). Teachers who attend these workshops turnkey the information they receive to other staff during teacher team meetings, sharing with them the latest strategies and techniques used to increase the retention, skills, and test scores of the students in the Title III program. Additional support to the regular classroom teacher will be provided by Fordham, PSO consultants. They will offer small group support in ESL strategies.

Date	Duration	Topic	Teachers	Provider
9/20/12	3 hours	Achieve 3000	Ms. Sterling, Mr. Savitt	Achieve 3000 Rep.
10/23/12	6.5 hours	Improving Instructional Core	Ms. Sterling	Richard Elmore
10/25/12	3 hours	Title III	Ms. Sterling/Mr. Savitt	Mr. De La Cruz
11/6/12	6.5 hours	ELL Literacy Conference	Ms. Sterling/Mr. Savitt	Noguera/Stead
1/28/13	6.5 hours	Demystifying ELL Data Part 1	Ms. Sterling/Mr. Savitt	NYC DOE
1/29/13	6.5 hours	Demystifying ELL Data Part 2	Ms. Sterling/Mr. Savitt	NYC DOE

### 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: Some of the Title III funds will be used to provide programs for the parents of our ELL students. An orientation facilitated by the ESL teachers introduces them to the Title III after-school ESL program. The orientation is held in the evening and lasts approximately two hours. It includes an oral presentation and interactive activities. The school provides interpreters for parents who speak Haitian Creole and Spanish. The orientation is also used to recruit parents to participate in the after-school program and to talk about community resources that are available to parents of ELLs through CAMBA, a community based organization that provides a variety of adult classes. In addition, we will offer 3 one-hour classes of intensified ESL classes to our limited English parents and parents of students from our after-school program who wish to attend. Each class offers English survival skills. As a result of these classes, parents will be better able to assist their children with homework assignments, communicate with teachers, function in society, and express their needs. All classes will be presented by certified ESL teachers. Please refer to the table below for the dates and subjects of these classes. On the last day of the adult classes, the program's educational materials will be distributed to the parents so that they can refer to them as needed at home. Moreover, there will be a multicultural culminating activity in which the parents will have an opportunity to socialize with each other and the teachers.

**Part D: Parental Engagement Activities**

Culturally appropriate refreshments will be provided at this activity.

ESL teachers stay in contact with parents throughout the school year. All major notifications that are sent to parents will be sent home in English and in the parents’ native language, if requested. Workshops are offered to parents in the content areas of reading and math throughout the school year. They are taught strategies that will help them to better assist their children with homework and preparation for standardized tests. Parents are encouraged to participate in the after-school program as a means of working directly with their children and to acquire skills and strategies that can be effectively implemented in the home environment.

Date	Topic	Hours	Provider	# Parents
11/22/12	Achieve 3000 Orientation	2	Ms. Sterling	15
3/28/13	English Survival Skills	1	Ms. Sterling	15
4/4/13	English Survival Skills	1	Ms. Sterling	15

**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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	????	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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