



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE WARWICK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K158

PRINCIPAL: MS. AUDREY A. WILSON

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SUPERINTENDENT: MS. JOYCE **STALLINGS-HARTE**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

| Name                    | Position and Constituent Group Represented   | Signature |
|-------------------------|--|-----------|
| Ms. Audrey A. Wilson    | *Principal or Designee   |           |
| Leslyn-Ann Jones        | *UFT Chapter Leader or Designee  |           |
| Mr. Darrin Cox          | *PA/PTA President or Designated Co-President   |           |
| Ms. Debra Hosley        | DC 37 Representative, if applicable  |           |
|                         | <i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| Ms. Theresa Lockhart    | Member/Parent  |           |
| Ms. Jacqueline Charlton | Member/Teacher   |           |
|                         | Member/Teacher   |           |
| Ms. Zara Ziff           | Member/Teacher   |           |
| Ms. Pamela Greene       | Member/Teacher   |           |
| Ms. Marsha Houston      | Member/Parent  |           |
| Ms. Edwina Lissone      | Member/Parent  |           |
| Ms. Denise Jones        | Member/Parent  |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

***By June 2013, Our students with disabilities subgroups will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at Level 2 & 3 on the NYS ELA assessment.***

### **Comprehensive needs assessment**

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

***After conducting a comparison analysis of student performance data on state assessments, it was determined that our general education students showed a small margin of increase in performance, on the English Language Arts assessments. Our SWD subgroups showed that they are still underperforming general education student for the last few years. As a result, we have made it a priority to work with these students to increase their ELA scores by 5% in June 2013.***

### **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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.*
- *Target Population(s): All teachers servicing SWDs students in the SWD subgroups.*
- *Responsible Staff Members: Assistant Principals for SWDs, Data Specialists and Teachers*
- *Implementation Timeline: September 2012 through May 2013*

### **Activity #2**

- *Teacher Teams: Instructional teacher teams will be trained in the use of disaggregated student data. This will include the use of cross curriculum data, focusing on SWDs. Activities carried out will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teams of Teachers working with SWDs not making acceptable gains.*
- *Responsible Staff Members: Assistant Principal of Organization, Data Specialist and Teachers.*
- *Implementation Timeline: September & October 2021.*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the*

*activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction as needed.*  
Periodic Assessment Dates: November 2012, January 2013 and March 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - *ELA teachers will design training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in spanish to meet parent needs.*
  - *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.*
  - *School Library teacher will host storytelling workshops for parents.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in english and spanish languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

**Budget and resources alignment**

- Indicate your school's Title I status: X  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.

X \_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA X \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:*

- *Supervisors and Lead Teachers will provide professional development for teachers during and after school hours.*
- *Professional development will be given to teachers in the areas of differentiated instruction, data analysis, and citywide expectations*

**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).
  - *The school has a Pre-K program that focuses on developing the language abilities, emergent literacy skills that SWDs will need in order to ensure a successful transition to the lower elementary school grades*

- *All SWDs will participate in an after school AIS literacy-based programs that have been established as part of the overall instructional program.*
- *Students in Temporary Housing (STH) will participate in an after school AIS literacy based program and will be given uniforms & school supplies.*

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

***By June 2013, Our students with disabilities subgroups will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at Level 2 & 3 on the NYS Math assessment.***

### **Comprehensive needs assessment**

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

***After conducting a comparison analysis of student performance data on state assessments, it was determined that our general education students showed a small margin of increase in performance, on the NYS Math assessments. Our SWD subgroups showed that they are still underperforming general education student for the last few years. As a result, we have made it a priority to work with these students to increase their Math scores by 5% in June 2013.***

### **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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing SWDs students in the SWD subgroups.*
- *Responsible Staff Members: Assistant Principals for SWDs, Coaches, Data Specialists and Teachers*
- *Implementation Timeline: September 2012 through May 2013*

### **Activity #2**

- *Teacher Teams: Coaches and instructional teacher teams will be trained in the use of disaggregated student data. This will include the use of cross curriculum data, focusing on SWDs. Activities carried out will include monitoring student progress, setting initial goals for groups and individual students in math, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teams of Teachers working with SWDs not making acceptable gains.*
- *Responsible Staff Members: Assistant Principal of Organization, Coaches, Data Specialist and Teachers.*
- *Implementation Timeline: September & October 2012.*

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - *Math teachers will design training modules and host Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in Spanish to meet parent needs.*
  - *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.*
  - *School Library teacher will host storytelling workshops for parents.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in English and Spanish languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

**Budget and resources 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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Funding Sources:**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:*

- *Supervisors and Lead Teachers will provide professional development for teachers during and after school hours.*
- *Professional development will be given to teachers in the areas of differentiated instruction, data analysis, and citywide expectations*

**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).
  - *The school has a Pre-K program that focuses on developing the language abilities, emergent literacy skills that SWDs will need in order to ensure a successful transition to the lower elementary school grades*
  - *All SWDs will participate in an after school AIS literacy-based programs that have been established as part of the overall instructional program.*
  - *Students in Temporary Housing (STH) will participate in an after school AIS literacy based program and will be given uniforms & school supplies.*

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

***By June 2013, all students from Pre-kindergarten to fifth grade, will be engaged in completing two literacy and two math unit of studies aligned to the Common Core Learning Standards. In literacy, students will be asked to complete a unit that will require them to read, analyze informational texts, and write an opinions / argumentative response.***

***In math, students will be engaged in a cognitively demanding mathematics task that requires them to demonstrate their ability to model either mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.***

#### **Comprehensive needs assessment**

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

***Based on our 2011-2012, Developing Quality Review, we needed to improve the design curricula to align to key standards and key areas in literacy and math. Teachers will collaboratively engage in the creation of rigorous tasks and rubrics in all subject areas in order to develop higher order thinking skills. This will also support the common goals of the creation of curriculum maps and unit plans in all subject areas on each grade level.***

#### **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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1 use from PPR**

- ***Professional Development:*** PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- ***Target Population(s):*** All Kindergarten to fifth grade students.
- ***Responsible Staff Members:*** All administrators, Staff Developers (internal and external) and Data Specialist.
- ***Implementation Timeline:*** September 2012 through May 2013

#### **Activity #2**

- ***Allocation of space for a data room:*** A data room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.

- Target Population(s): Teams of Teachers working with ELLs, SWDs and former ELLs not making acceptable gains.
- Responsible Staff Members: Assistant Principal of Organization, Coaches, Data Specialist.
- Implementation Timeline: September & October 2012.

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction as needed.  
Periodic Assessment Dates: November 2012, January 2013 and March 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent Coordinator will host workshops for parents on Citywide Expectations.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
  - The school will create and distribute a parent handbook that is translated in all the dominant languages.
  - Parents will be trained on how to use ARIS Parent Link.

**Budget and resources alignment**

- Indicate your school's Title I status: X  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.

X  Tax Levy   Title I   Title IIA  X  Title III   Grants   Other

If other is selected describe here:

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012- June 2013 as indicated below:*

- Supervisors and Lead Teachers will provide professional development for teachers during and after school hours.
- Professional development will be given to teachers in the areas of differentiated instruction, data analysis, and citywide expectations

**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).
  - *The school has established a Universal Pre-K program that focuses on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.*
  - *All SWDs and ELLs will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.*
  - *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's and ELLs.*

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

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

#### **Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

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

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected 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).

**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  | Harcourt Story town Intervention, Harcourt Trophies Intervention, Treasure Chest Intervention, Fundation Wilson System, | Small group intervention (5-7 Students)  | Services are provided during school ( 30-45 minutes), AIS (100 minutes) and Seamless after school program (120 minutes) |
| Mathematics  | Math Steps & Everyday Math<br>Continental Press: Finish Line Math   | Small group intervention (5-7 Students)  | Services are provided during school ( 30-45 minutes), AIS (100 minutes) and Seamless after school program (120 minutes) |
| Science  | Scott Foresman Science  | Small group intervention (5-7 Students)  | Services are provided during school ( 30-45 minutes)  |
| Social Studies   | Social Studies: McGraw - Hill<br>Continental Press: Social Studies  | Small group intervention (5-7 Students)  | Services are provided during school ( 30-45 minutes)  |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Independent Programs  | Small group intervention (5-7 Students) tutoring and one-to-one                | Services are provided during school ( 30-45 minutes)  |

### 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.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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 or lending library; instructional materials for parents;

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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>E. Padva</b> | District <b>19</b> | Borough <b>Brooklyn</b> | School Number <b>158</b> |
| School Name <b>The Warwick School</b>         |                    |                         |                          |

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

|   |  |
|---|--|
| Principal <b>Audrey A. Wilson</b>             | Assistant Principal <b>Shirley Harewood</b>    |
| Coach <b>N/A</b>                              | Coach <b>N/A</b>                               |
| ESL Teacher <b>Yvescarmel Louis</b>           | Guidance Counselor <b>Maritza Pena-Herrera</b> |
| Teacher/Subject Area <b>type here</b>         | Parent <b>Darrin Cox</b>                       |
| Teacher/Subject Area <b>type here</b>         | Parent Coordinator <b>Pamela Easton</b>        |
| Related Service Provider <b>Pamela Greene</b> | Other <b>Lillian Ortiz-Cruz</b>                |
| Network Leader <b>type here</b>               | Other <b>Arlene Baptiste</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>1</b> | Number of certified bilingual teachers   | <b>2</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>1</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>533</b> | Total Number of ELLs | <b>38</b> | ELLs as share of total student population (%) | <b>7.13%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

### II: ELL Identification Process: Initial Process for ELLs

During the registration process, the pupil accountant secretary, Desiree Middleton, ensures that parents are given a Home Language Identification Survey (HLIS) to complete. Yvescarmel Louis, the ESL specialist, Zainab Qaabidh, Assistant Principal and Maritza Pena-Herrera, Bilingual Guidance Counselor are available to assist the parents.

As the parent completes the HLIS, the ESL teacher performs an informal interview of the student and the parents in both English and their native language. If according to the HLIS and the informal interview it is determined that the child speaks little or no English, the student is eligible to take the LAB-R. Within 10 school days, the LAB-R is administered. If a Spanish speaking student does not meet proficiency level in LAB-R, the student is then given the Spanish Lab that administered by the Bilingual Guidance Counselor. The Spanish LAB is only administered to Spanish speaking students who scored below or at the LAB-R cut scores. Once the exams are administered, copies of answer sheets and hand-scored documents are kept in the ELL binder.

### Parent Orientation and Timeline:

Within 10 school days of testing, parents of newly entrants to New York City schools are informed of their child's eligibility or non-eligibility for ESL and bilingual instruction. They are invited to an orientation workshop. At the orientation workshop, the parents of the newly enrolled ELLs are shown a presentation by the chancellor and the mayor via the Board of Education website. This allows parents to see the different programs that are available throughout the city to better serve their children. This online cast comes in different languages. The Principal, ESL teacher, Parent Coordinator and Guidance Counselor are there at the orientation to address any concerns. Parent brochures are disseminated in their native language to enrich the understanding of each available program. After viewing the web cast, parents fill out the the Parent Survey and the Program selection forms. They then select the program of their choice. If parents select a program that is not available at PS 158K, the parents are referred to other local schools. When the survey forms are signed, the students are placed in the appropriate selected program. Placement letters are sent home but the parent survey letters and HLIS are kept in the ELL binder and copies are placed in the students' cumulative record. As per CR Part 54, if parents do not return the forms, students are placed in a Ransitional Bilingual Program.

At the beginning of each school year, ESL coordinator ensures that parents receive entitlement letters for students who are entitled and not entitled. The types of letters consist are: Entitlement, Continued, Non-Entitlement, Placement and Transition. The ESL teacher

keeps a copy of all letters that are sent to Parents of ELLs. Absentee parents are called and given an explanation over the phone. At that time, they can make a selection. Other ways of ensuring the return of the Parent Survey and Program Selection form is at the Open House which is held in September, PTA meetings and Parent Teacher Conferences. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. In the event that all the attempts have failed, the students are placed by default in Bilingual Education Classes.

**Evaluate NYSESLAT:**

In August when the NYSESLAT scores are available on ATS, Ms. P. Greene (Data Specialist) downloads the RNMR from ATS that provides the four modalities. Also, she prints out the RLAT which determines NYSESLAT eligibility. Then at the beginning of the school year, ESL teacher, and teachers of ELL students analyze the data to drive instruction. The four modalities are examined and the stronger modality is targeted in order to teach the other modalities. Parents are informed of the dates and format of NYSESLAT. Ms. Louis and Parent coordinator hold workshops to inform parents about this state exam. The testing team and ESL Specialist ensure that all ELLs and Former ELLs get their accommodations during state exams.

For the past few years, after reviewing the Parent Survey and Program Selection forms, the trend has been that parents seem to show interest for ESL instruction for students in grades 2-5 whereas the K-1 parents usually request the Bilingual Program. Since P.S. 158K, does not offer a bilingual program, K-1 parents have requested the ESL Pull -Out Program.

At this time, PS 158K only offers an ESL program. Although the Principal would like to open up a K/1 and 2/3 bilingual class, we have not had sufficient numbers to fill that class. As per Aspira Consent decree, we will create a Bilingual Class when we obtain 15 or more students of same language for a Bilingual Program of Kindergarten through third grade.

## Part III: ELL Demographics

### A. ELL Programs

|  |  |
|--|--|
| <b>This school serves the following grades (includes ELLs and EPs)</b><br>Check all that apply | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/><br>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 <input type="checkbox"/> |
|--|--|

**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 | To<br>t # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |           |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Push-In</b>  | 9 | 5 | 5 | 5 | 5 | 7 |   |   |   |   |    |    |    | 36        |
| <b>Total</b>  | 9 | 5 | 5 | 5 | 5 | 7 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 36        |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 38 | Newcomers (ELLs receiving service 0-3 years) | 32 | Special Education             | 9 |
| SIFE                        | 1  | ELLs receiving service 4-6 years             | 6  | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE               |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Dual Language     |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL               | 32               | 1    | 4                 | 6                | 0    | 4                 | 0                                  | 0    | 0                 | 38    |
| Total             | 32               | 1    | 4                 | 6                | 0    | 4                 | 0                                  | 0    | 0                 | 38    |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</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  |

**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<br>L  | EP       |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

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

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</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: ____   | Other: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |

**Freestanding English as a Second Language**

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

|         | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 7 | 3 | 6 | 5 | 5 | 7 |   |   |   |   |    |    |    | 33    |
| Chinese |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali |   | 2 |   |   |   |   |   |   |   |   |    |    |    | 2     |
| Urdu    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic  | 2 |   |   |   |   |   |   |   |   |   |    |    |    | 2     |
| Haitian |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

## 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     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b> | <b>9</b> | <b>5</b> | <b>6</b> | <b>5</b> | <b>5</b> | <b>7</b> | <b>0</b> | <b>37</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 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?

PS 158K a Freestanding English as a Second Language (ESL) and a Transitional Bilingual Education Program (TBE). There are currently 38 students in the ESL Program.

The ESL program focuses on the pull-out method. All ELLs in monolingual classes are being serviced by the ESL teacher. Students are grouped by language proficiency level (homogeneous) for the necessary amount of minutes and ELA instructional units as required by Commissioner's Regulations Part 154. Instruction is provided using different methodologies. A copy of her mandated services is provided to the Principal and she keeps attendance. The classroom teachers are given a schedule that specifies the amount of State mandated minutes of each student. The schedule is posted in their classrooms. Beginning level and Intermediate ELLs receive 360 minutes of ESL services per week. Advanced ELLs receive 180 minutes of ESL services per week. The ESL pull-out teacher utilizes the Harcourt Trophies ELL component, "Moving Into English", with grades K-3 and the Storytown Program ELL component with grades 4-5. The Pull-Out program provides all language arts and content area instruction in English through the use of specific instructional strategies and ELA methodologies.

There are 38 students in the ESL Program.

## A. Programming and Scheduling Information

Kgn- 7 Spanish Speaker and 1 Arabic (Special Needs)

1st grade- 5 students of which 2 Bengali speaker and 1 in Special Needs.

2nd grade-6 students of which 2 are in Special Needs.

3rd grade-5 students of which 2 are in Special Needs.

4th grade-6 students of which 3 are Special Needs.

5th-grade-7 students of which 2 is are newcomers

Out of classroom teachers use a variety of strategies to support learning and clarify meaning.

- During math, the teacher chorally reads math questions with ELLs, models how to solve word problems and encourages students to verbalize their explanations.
- The Social Studies teacher scaffolds his instruction with visual aids such as maps, cartoons and illustrations to increase comprehension.
- Science teachers use the Foss Program. Scientific investigations provide opportunities for students to contribute their cultural experiences to hands-on explorations.

In differentiating instruction for ELLs, visual aids, pictures, graphic organizers and instructional charts are used to assist students throughout the lesson. Teachers utilize peer tutoring, buddy system, and partnering to support students with independent practice. Library books are available in all subject areas both in English and their native language.

Native Language:

Plan for Newcomers:

- Tour school building to familiarize themselves with structure of school.
- Place students in a print rich-environment classroom.
- Establish a buddy system.
- Encourage students to participate in all extended day activities.
- Provide immediate AIS providers.

Plan for SIFE:

- Create a PIP (Pupil Intervention Plan) to focus on literacy and math component.
- Utilize grade appropriate instructional support materials.
- Differentiate instruction in all areas.
- Provide professional development for staff in strategies that benefit the SIFE within their classroom instruction.
- Refer to School Assessment Team for further evaluation.

In the event we do have Long Term ELLs, they will:

- Participate in the Seamless Day Program that targets reading and writing two days per week.
- Be monitored in all areas in order to differentiate instruction.
- receive the same services as students with 4-6 years of service. In addition, this student will get one to one tutoring.

Plan for ELLs in school 4-6 years:

- ESL instruction according to their proficiency level
- . Small group instruction support through Wilson.
- Participate in After School programs.
- Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction.
- Beginners and Intermediates receive 360 minutes of ESL.

ELL-SWDs:

## A. Programming and Scheduling Information

These students receive their mandated service by ESL teacher as per their NYSESLAT result or LAB-R. The SETSS teacher and Speech teacher provide their services to these entitled students. The use of technology-based website, starfall.com, Wilson/Fundations programs are being utilized to accelerate English language development. Schedules of related services are compared to that they do not overlap. We share strategies. ESL teacher and SETSS provide attend training (workshops) and then turnkey to the teachers of ELLs. When students display rapid gains, meetings are conducted to discuss students' progress and adequate placement in least restrictive environment that is conducive to the students' academics and social needs.

The Freestanding ESL uses a variety of texts during literacy instruction including anthologies, guided reading, shared, leveled readers, decodable and phonics within the framework of the Balanced Literacy Philosophy Model. This includes the use of high interest / low level texts. Materials are also used to familiarize students with the state assessments, including:

- Continental Press: Empire State NYSESLAT
- Moving Into English
- Comprehensive Reading and Writing Assessment
- Harcourt Schools Publisher Storytown
- Treasure Chest

After School programs for ELLs:

- Seamless Day: Thursdays & Fridays program will offer both remediation and enrichment ELA, Mathematics, and ESL instruction.
- 60 minutes: This provides additional small group differentiated instruction for all at-risk ELLs during 2:20 - 3:10 every Tuesday & Wednesday.

### 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

|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
|  | <b>Beginning</b> | <b>Intermediate</b> | <b>Advanced</b> |
|--|------------------|---------------------|-----------------|



## 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?

English Learners who are far below grade level will be pulled out for small group instruction. These groups will have a maximum of 4 students. They will use Foundations Wilson Reading System. Also, we will continue to provide ESL services to those students who have reached proficiency on the NYSESLAT. They will continue to receive extended time on NYS exams and allowed the use of glossaries. They will continue to receive small group instruction during the day and after school. Classroom teachers will use ESL strategies with these students to ensure their continued language development as former ELLs.

Due to parental feedback on the parent selection survey, we will continue to provide ESL services. In the event there is a demand for a dual language program, we will try to institute this program into our school. There are no plans on discontinuing any services or programs for our ELL population. All programs are made available to the ELL population. They receive physical education, art, social studies, science, and health throughout the school week. ELLs students are given the same notification as the general population in their native language. All bulletins from school and district are disseminated to the students in their Native language. All ELLs have equal access and opportunities to participate in all programs. We will offer Seamless Day which will run from February 2013 to May 2013. This extended day program will provide small group instruction and intensive development in the content areas.

PS 158K has an abundance of resources for ELLs. The ESL pull-out class have been provided with an Elmo projector and Smartboard. Rosetta Stone was purchased through Title III funds. Every class is equipped with a smartboard, laptops and desk top computers. Leveled libraries, picture cards, books on tapes will be purchased as supplements.

Native language is supported by peer translation, staff translation, use of translated glossaries and Bilingual dictionaries/glossaries and content area books in their native language.

### New Admits:

Newly admitted students are placed in appropriate grades according to their age and/or corresponding grade when a report card is available. We will provide parents of newly enrolled ELLs with professional development of their grade and informal oral interviews will be conducted.

### Equal Access to all programs:

Our enrichment programs are available to all of our students including ELLs. All ELLs have equal access and opportunities to participate in all programs. Some of these programs include dance, Karate, Virtual Y and Theatre club. Invitation letters in Native Language are sent to parents to inform them of activities. During PTA meetings, Ms. Pena-Herrera is available to translate.

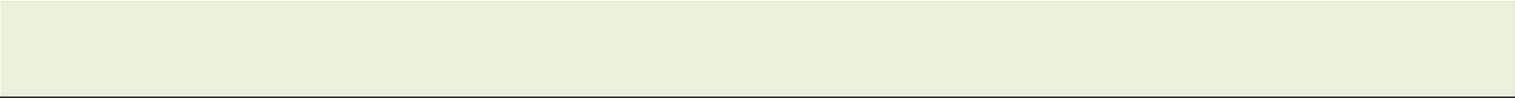
### Supplemental Services:

Students who have granted an extension of service are assigned to an AIS teacher (Ms. Crewell) during the Day. The goal is to provide small group instruction in reading and writing. ELLs will attend after school. This program will run from January 2012 to April 2012. It will provide small group instruction and intensive development in the content areas in both English and Spanish.



**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)?



## 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.

Professional Development and Support for School Staff:

Professional development is provided to every teacher at PS 158K on a monthly basis by the literacy or math coach. All teachers are provided with common preparatory periods and a 90 minutes data block once a week for planning and conferencing. Teachers of ELL, ESL teacher, out of classroom personnel and classroom teachers meet once a month to analyze individual student's progress. Professional development is provided by ESL teacher, coaches, Director Student Services:ESL. Differentiation of instruction is embedded in all lesson planning and workshops.

The focus is on:

- Comprehension for the Struggling ELL students.
- Differentiation in classrooms with ELLs.
- Curriculum Mapping for ELL students

Schedule/Calendar:

|                               |                                   |
|-------------------------------|-----------------------------------|
| Collaborative Inquiry Process | Mondays 2:20-3:10                 |
| Faculty Conferences           | 1st Monday of every month         |
| LAP Team/Cabinet Meeting      | Fridays: 1:35-2:20                |
| Study Groups                  | Monthly ELL strategies            |
| Analyzing Data                | ELL Teacher Development (monthly) |

As per Jose P., All teachers will receive the 7.5 hours of ELL training throughout the year on effective push-in strategies. These sessions will include but not limited to compliance issues, identification process of ELLs, testing accommodations and strategies in supporting ELLs in their classrooms. Special Education teachers will receive 10 hours of ELL training. Agendas and attendance are maintained by the provider.

Inquiry Team sessions are conducted every Monday from 2:20-3:10. At this time, teachers have the opportunity to analyze their students data and focus on strategies which can be used to move student achievement in the four modalities. There will also be a professional development focuses on fundamentals of language acquisition and teacher roles.

Our Bilingual Guidance Counselor, Maritza Pena-Herrera, provides information and materials that address various issues faced by ELLs. She helps them with social, behavioral and personal challenges. She guides parents and students by facilitating the selection and application process in choosing a middle school that best meets their child's needs. She helps them in writing their personal essays and aides them in evaluating their own abilities.

## 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 158K are constantly encouraged families to actively involved in our school community. The Parent Coordinator and the Bilingual Guidance Counselor coordinate multiple workshops throughout the year to engage parents in their child's education. Parents of ELLs are invited to all functions.

Parental involvement at PS 158K includes, parent orientation for the newly enrolled ELLs is on-going. The Parent Coordinator and Ms.Louis offer workshops that include NYS academic content standards and NYS student academic achievement standards to monitor their child's progress. In the month of November, during parent teacher conferencing, parents are trained into the use of ARIS. Parent Coordinator invites community based organizations to send in special speakers.

We address the needs of the parents by communicating in their native language. In the event that parents request an English as a Second Language class through technology we will consider their request. We evaluate the needs of parents through surveys, Parent concern Forms are located in the Main Office and during parents meetings. A monthly calendar, as well as a school newsletter are sent to the student's home in an effort to keep parents informed of current activities and upcoming events in the school.

## 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)   | 9  | 4 | 2 | 1 | 1 | 4 |   |   |   |   |    |    |    | 21    |
| Intermediate(I)   | 0  | 1 | 1 | 4 | 3 | 0 |   |   |   |   |    |    |    | 9     |
| Advanced (A)  | 1  | 0 | 1 | 4 | 1 | 3 |   |   |   |   |    |    |    | 7     |
| Total   | 10 | 5 | 4 | 9 | 5 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 37    |

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

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                    | <b>P</b>          | 0 | 0 | 1 | 0 | 0 | 0 |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      | 3       | 1       |         |         | 4     |
| 4                      | 1       | 3       |         |         | 4     |
| 5                      |         |         |         |         | 0     |
| 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       | 1  | 2       |    |         |    |         |    | 5     |
| 4                      | 1       |    | 2       |    | 1       |    |         |    | 4     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 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                      | 1       |    |         |    | 2       | 1  | 1       |    | 5     |
| 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                   |                            |                 |                             |                 |

### New York State Regents Exam

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| 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.

#### Analysis of Early Grades:

PS 158K use Dibels, Fountas and Pinnell and Rigby to assess the early literacy skills of ELLs. We found that data coincides with the result of LAB-R. 70% of students in K class display high-risk of not meeting expected goals in Initial Sound Fluency. This data informs us that students struggle with letter sound recognition and phonemes. In monolingual classes, 75% of students display high risk. Running records and results from those assessment determine the reading and instructional levels. With the support of Foundations, a multi sensory approach

that teaches reading through sound symbol relationship, students will acquire necessary skills in making significant growth.

#### NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-------|---------|---------|---------|---------|-------|
| 3     | 3       | 1       | 0       | 4       |       |
| 4     | 1       | 3       | 0       | 4       |       |

4 students in grade 3 took the 2011 NYS ELA, 2 Special needs students scored at level 1. Where as 3 students in grade 4 score a level 2 in NYS ELA. This data shows that we need to help the below level students in achieving meeting the standards. They will participate in the extended day program as well the afterschool programs.

#### NYS Math

Our goal is to move the level 1 students to a level 2 and the level 2s to level 3. In order to reach that goal, math instruction will be differentiated. Students will be given tasks according to their abilities. The level 3s will be given more rigorous and challenging individualized tasks.

#### NYSESLAT/LAB-R:

The data from the 2011 NYSESLAT and newly enrolled who took the LAB-R indicates that our students continue to show progress in the four modalities. NYSESLAT results indicates the following:

Listening/Speaking strand, 3 Beginners  
3 Intermediates  
9 Advanced  
10 Proficient

Reading/Writing strand, 9 Beginners  
7 Intermediates  
6 Advanced  
3 Proficient

After reviewing the data, students did better in the listening/speaking strand. We will use their strengths in this strand to help enhance their reading/writing strand. We will utilize the Treasure Chest and leveled libraries. Teachers of ELLs will continue to:

- \* focus heavily on phonemic awareness, phonics, fluency, vocabulary and comprehension in both English and Native language.
- \* Target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- \*Provide additional support in listening skills for Newcomers, including increased use of technological resources in the classroom.
- \*Identify SIFE students.
- \*SIFE students will receive instruction in their native language to strengthen their literacy skills during the Extended Day and Academic Intervention Services.
- \*SIFE students will be referred to the School Assessment Team (SAT) for further evaluation.
- \*Utilization of the core curriculum program Everyday Mathematics supplemented by Math Steps to meet students' needs at their level of performance.
- \*Create small group ESL Academic Intervention classes to address specific needs.
- \*Offer Extended Day services to target individual learning modalities and to familiarize students with the format of the NYSESLAT.

Teachers of ELLs analyze data and implement individual student learning programs including differentiated instructions and strategies to support weaknesses. ELLs are a subgroup of the Inquiry team. The Inquiry Team will follow students achievements over time, learning accomplishments and testing results.

Analysis of formal and informal assessments are used to evaluate the success of your programs for ELLs. Former ELLs and current ELLs demonstrate performance scores in ELA and as well as Math.

At this time, PS 158K can not evaluate how ELLs are faring in tests taken in English as compared to the native language. Students prefer to take their state exams in English rather than their Native Language (Spanish).

At this time, PS 158K can not describe how teachers are using the results of the ELL Periodic Assessments. In Spring 2013, we will participate in this assessment and will be able to analyze the data.

After reviewing the data, we are providing extra support to the ELL population. We will provide the ELL students with instruction that will improve their reading/writing skills. Students in grade 3 to 5 will receive instruction that is tailored to their needs. Teachers will model specific strategies and support students in their Native Language. Students are provided with guided practices and are required to complete activities independently. Results from the ELA showed that planning of instruction should be more rigorous by using effective questioning techniques. In the New York State Science exam, 1 student scored a level 4, 3 students scored a level 3 and 1 student scored a level 1.

Analysis of formal and informal assessments are used to evaluate the success of your programs for ELLs. Former ELLs and current ELLs demonstrate performance scores in ELA and as well as Math.

### 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.

The implication for the school's LAP is to move the ELLs from beginning level into proficiency.

In order to assist our students in both academic achievement and assessment, P.S. 158K will:

- Ensure that adequate licensed personnel are delivering instruction as stipulated by NCLB and CR Part 154
- Increase collaboration between content area and ESL teachers to create a more effective learning community
- Evaluate data to become aware of the performance of each ELL.
- Provide opportunities for students to be involved in purposeful conversations during read aloud and text discussions
- Incorporate all language modalities
- Ensure that teachers analyze student's data to identify strengths and weaknesses and then utilize the findings to drive instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs
- Ensure that the Literacy coach collaborates with all teachers including ESL and TBE to support rigorous instruction
- Ensure that the CR Part 154 requirements are followed in the TBE classes
- Implement a print rich environment
- Utilize the use of dictionaries/glossaries ESL and classroom of ELL students.
- Equip all classrooms with highly motivating leveled libraries

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, P.S. 158K will:

- Provide adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make appropriate educational decisions.
- Provide opportunities for students to interact with mathematical terminology, solving word problems, interactive word wall, math manipulatives and math games.
- Incorporate writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to communicate problem solving strategies and explanations.
- Utilize student data to identify strengths and weaknesses to drive differentiated instruction.
- Ensure collaboration between content area and ESL teachers to map out student specific needs.
- Increase staff participation in ELL professional development opportunities.

## Part VI: LAP Assurances

**School Name:** The Warwick School

**School DBN:** 19K158

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
|--------------|-------|-----------|-----------------|

**School Name: The Warwick School****School DBN: 19K158****Signatures of LAP team members certify that the information provided is accurate.**

| Name (PRINT)         | Title                                      | Signature | Date (mm/dd/yy) |
|----------------------|--|-----------|-----------------|
| Audrey A. Wilson     | Principal                                  |           | 1/1/13          |
| Shirley A. Harewood  | Assistant Principal                        |           | 1/1/13          |
| Pamela Easton        | Parent Coordinator                         |           | 1/1/13          |
| Yvescarmel Louis     | ESL Teacher                                |           | 1/1/13          |
| Darrin Cox           | Parent                                     |           | 1/1/13          |
| N/A                  | Teacher/Subject Area                       |           |                 |
| N/A                  | Teacher/Subject Area                       |           |                 |
| N/A                  | Coach                                      |           |                 |
| N/A                  | Coach                                      |           |                 |
| Maritza Pena-Herrera | Guidance Counselor                         |           | 1/1/13          |
| Ellen Padva          | Network Leader                             |           | 1/1/13          |
| Pamela Greene        | Other <u>SETTS</u>                         |           | 1/1/13          |
| Lillian Ortiz-Cruz   | Other <u>Reading Recovery</u><br><u>T.</u> |           | 1/1/13          |
| Arlene Baptiste      | Other <u>A. Admin.</u>                     |           | 1/1/13          |
|                      | Other                                      |           |                 |

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 19K158 School Name: The Warwick School

Cluster: 5 Network: CFN #535

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

### **Part A: Needs Assessment Findings**

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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.

Previous parent surveys have indicated that parents feel uninformed due to lack of English proficiency, thereby limiting their communication with the school community. As a result, all written communication is translated into Spanish and distributed to parents in a timely fashion. We also have a school messenger system that we use biweekly to call-out translated messages to spanish speaking parents.

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.

The oral interpretation service provided by P.S.158K was assessed through on-going discussions with parents and guardians of students with home languages other than English. Additional parental surveys, in native languages, were conducted during PTA meetings and during school visits. These discussions and surveys indicate a greater need for more verbal translation to be available for parents during visits, workshops and meetings. As a result, bilingual staff are available at all school functions to provide translation services to parents. Additionally, ESL workshops are offered to parents.

## 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.

All parental meetings, workshops and forums will provide written material in the appropriate native languages so that all parents will feel welcomed and comfortable enough to participate in the activities.

Also, all forms that are created by PS 158K, including calendars, letters, newsletters and announcements, will be printed and distributed in the native language of our parents. These materials will be translated by qualified in-school staff and when appropriate by parent volunteers.

The provision of appropriate native language material, written and distributed as an equal part of the school's informational policy will allow all parents to feel more comfortable, valued and better informed so that they can be active partners in their children's educational process.

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.

During all parental workshops, forums, conferences and meetings a translator will provide an oral translation, if necessary, as the conversation proceeds. This will allow parents to fully and freely participate in conversations within the school setting. Some events that will have an oral translator available to parents are Parent-Teachers Conferences, Open School Hours, PTA Meetings, Open House, Saturday Workshops and Forums.

These translators will consist of in-house school staff and parent volunteers. This will allow parents to feel more at ease as they will be around people that they already know and have worked closely with in the past.

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>.

P.S 158 will ensure that parents and guardians are provided with written notification of their rights in their native language at the time of their child's registration in September and as needed throughout the school year. In-school staff and parent volunteers will be available to assist parents and guardians regarding translation and interpretation services, in addition to instructions on how to obtain such services. Signs indicating this information and where assistance may be obtained are posted in a prominent location upon entrance to P.S 158.

As part of the school's safety plan, signs containing school visitor procedures will be posted in all home languages. Translated material, will be distributed as part of the home-school connection to ensure that all parents are fully informed.

Additionally, if we exceed 10% of our students' home languages in other than English, we will obtain and post signage and forms from the Translation and Interpretation Units as required by this Chancellor's Regulations.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information   |                             |
|--|-----------------------------|
| Name of School: PS158  | DBN: 19K158                 |
| Cluster Leader: CFN535   | Network Leader: Ellen Padva |
| This school is (check one):  |                             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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: 45   |
| Grades to be served by this program (check all that apply):  |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><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: 3   |
| # of certified ESL/Bilingual teachers: 2   |
| # of content area teachers: 1  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Through Title III funds for ELL students, our enrichment and supplemental extended day programs will provide extra instructional time. The focus of these programs is to provide additional opportunities for ELL students to practice skills in English. It is our goal to provide focused differentiated instruction that meets each student's individual needs and enable all students to meet high standards.

This program is reflected upon the overall results from the 2011-2012 NYSESLAT. Data below indicates students' level of proficiency.

|              | Beginners | Intermediate | Advanced |
|--------------|-----------|--------------|----------|
| Kindergarten | 4         | 1            |          |
| First Grade  | 2         | 1            | 3        |
| Second Grade | 1         | 4            |          |
| Third Grade  | 1         | 3            | 1        |
| Fourth Grade | 2         | 0            | 3        |

The after school program will focus on students who scored at the beginning level on 2011-2012 NYSESLAT, newcomers and also those who scored at the beginning level on LAB-R. In addition, students who scored at the intermediate and advanced level will participate in the Seamless Day program funding by Title I funds. It is expected that the program will commence from February 14, 2013 through to May 31, 2013. This program will be offered to students from kindergarten through fifth grade that can remain after school for one hour on Thursday and Friday from 2:25-3:25 pm. One licensed bilingual teacher and one ESL teacher will be hired to service this population. The licensed bilingual teacher will teach beginners in grades 3-5 and the ESL teacher will focus on grades K-2. The K-2 class will consist of 10 students whereas the 3-5 class will consist of 12 students.

Treasures from McMillian/McGraw-Hill, is a research based program which has an ELL component called Treasure Chest. This is a comprehensive program for ELL students that provides instruction in the areas of literacy standards, which are listening, speaking, reading and writing. Treasure Chest targets beginners, intermediate and advanced students with vocabulary suitable for their level of language acquisition. Last year, through the Title III funds, the second grade kit was purchased and this year, the Kindergarten kit will be purchased.

Treasure Chest was selected because it uses authentic literature, graphic organizers and scaffolds

### Part B: Direct Instruction Supplemental Program Information

support to accelerate students' reading growth. In addition, it builds fluency, develops comprehension and builds the connection between learning to read and independent reading. It also keeps the students motivated and provides opportunities for practicing academic English.

This program allows students to interact by working in pairs using academic English in a supportive environment. Small groups are used to practice and reinforce skills at the student's level of proficiency. The ELL specialist uses a variety of techniques to make the content clear. These techniques or best practices include modeling, speaking at a rate that is appropriate with the student's English proficiency and using visuals and gestures. Therefore, Treasure Chest provides opportunities to make adequate academic progress and meet high academic standards by differentiate instruction to address all language-acquisition levels: Beginning, Intermediate and Advanced.

### 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:

Prior to the start of the program, there will be 1 professional development session where ESL Teacher and Bilingual providers meet to discuss strategies that will be utilized to assist the English Language Learners. The first session will place on February 7, 2013. Moreover, the following profession developments will take place on:

October 18, 2012: 2:25-3:25 pm Identifying ELLs in the classroom/NYSESLAT Analysis

November 9, 2012: 2:25-3:25 pm Periodic Assessments Analysis (Acuity)

January 31, 2013: 2:25-4:00 pm NYSESLAT-Understanding the Components of Assessment

### Part C: Professional Development

June 20-21, 2013: 2:25-3:25 pm Planning Curriculum Mapping for ELL Students

### 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:

Before the start of this program, Mrs. Louis, ESL teacher, will provide one training session to the parents of the ELLs who will be attending this afterschool program. This session will take place on February 7, 2013 at 2:25 to 3:25 pm. It will give the parents an overview of the Treasure Chest for English Language Learners Program. I will also focus on the Home-School Connection component. Each week a letter will be sent to students' families. It informs parents or guardians about the story the students will read during the week. This presents parents with an insight into the classroom curriculum, and offers them a way to be proactive in their child's education. Also, different weekly skills will be given to parents and they will be encouraged to assist their children in practicing these skills.

In addition, a NYSESLAT workshop will be offered to parents of ELLs on March 14, 2013 at 2:30-4:00 pm. ESL teacher will disseminate materials to parents of ELLs to help in preparing students for the NYSESLAT. The materials will provide practice in the types of questions found on the NYSESLAT such as multiple-choice, short written response, extended written response and oral response.

Mrs. Louis, ESL provider, and the Parent Coordinator will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- o the NYS academic content standards
- o the NYS student academic achievement standards
- o the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educator

\*Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school's Parent Coordinator in order to accommodate parents that cannot attend evening meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities

**Part D: Parental Engagement Activities**

so that they too can attend meetings.

\*Through the efforts of the Parent Coordinator, the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

\*Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.

\*Parents will be invited to attend culminating celebrations marking their children’s success at the school.

\*Student of the Month celebrations will be held in conjunction with PTA meetings and an Honors Night will be held at the end of each marking period.

\*School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.

\*The school calendar will be disseminated to parents via the students at the beginning of each month.

**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<br>(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> <li>• Must be clearly</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. |
|---|-----------------|---|
| listed.                                   |                 |   |
| Educational Software<br>(Object Code 199) |                 |   |
| Travel                                    |                 |   |
| Other                                     |                 |   |
| <b>TOTAL</b>                              |                 |   |