



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** INTERMEDIATE SCHOOL 292

DBN: 19K292

PRINCIPAL: GLORIA WILLIAMSNANDAN

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SUPERINTENDENT: J. 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
Gloria Williams-Nandan	*Principal or Designee	
Chaitram Aklu	*UFT Chapter Leader or Designee	
Olivia McInniss	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Rachel Caliph White	Member/ Parent	
Andre Lennon	Member/Parent	
Simone Perry	Member/Parent	
Michael Maiglow	Member/Teacher	
Evelyn Maxfield	Member/Assistant Principal	
Mark Clarke	Member/Teacher	
Debbie LeSane	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.

**All students** will improve their Performance Index in math as evidenced by a minimum of 3 - 4% increase in their performance at or above level 3 by June 2013 at the New York State math examination.

### **Comprehensive needs assessment**

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

Having conducted a thorough needs assessment, the School Leadership Team found that all students experienced a decrease in their scores in the area of math for the 2011-2012 school year. Therefore, we have prioritized the progress of all of our students in the area of mathematics for the 2012-2013 school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) 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** will be given on the following topics: interim assessments to monitor and revise curriculum; use of checklists and rubrics with the language of the standards to provide specific task related feedback to students regarding their work ; use of data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; curriculum mapping to design common curricula that is rigorous and embedded in the common core standards

**Target Population(s):** Teachers servicing all students

**Responsible Staff Members:** Assistant Principals, Coach and Data Specialist

**Timeline for Implementation:** September 2012 through May 2013

#### **Activity # 2**

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

#### **4**

**Target Population(s):** Teams of teachers working with Black or African American students not making acceptable gains

**Responsible Staff Members:** Assistant Principals, Coach and Data Specialist, teachers

a)  **Timeline for Implementation:** September 2011 through May 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 informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
  - ❖ The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
  - ❖ Parent coordinator will host book club and story-telling workshops for parents.
  - ❖ The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
  - ❖ The school will create and distribute a parent handbook that translated in all the major languages.
  - ❖ Parents will be trained on how to use the ARIS parent link.

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

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

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

**Hispanic or Latino** students will improve their Performance Index in math as evidenced by a minimum of 3-4 % increase in their performance at or above level 3 by June 2013 at the New York State math examination.

### **Comprehensive**

### **Comprehensive needs assessment**

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

Because our needs assessment showed that our Hispanic or Latino students experienced a 7% decrease in students performing at or above level 3 in the 2012 state tests, the School Leadership Team has decided to make the improvement of the grades of our Hispanic or Latino students one of our priority goals for the year 2012-2013.

### **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* will be given on the following topics: interim assessments to monitor and revise curriculum; use of checklists and rubrics with the language of the standards to provide specific task related feedback to students regarding their work ; use of data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; curriculum mapping to design common curricula that is rigorous and embedded in the common core standards

*Target Population(s):* Teachers servicing Hispanic or Latino students

*Responsible Staff Members:* Assistant Principals, Coach and Data Specialist

*Timeline for Implementation:* September 2012 through May 2013

#### **Activity # 2**

*The principal, assistant principals, coach, data specialist and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricular data, focusing on Hispanic and Latino Students, ELL's and SWD's and at risk students. This 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 on students' progress and strategies for improved student outcomes, including Level 1-4 students.*

*Target Population(s):* Teams of teachers working with Black or African American students not making acceptable gains

*Responsible Staff Members:* Assistant Principals, Coach and Data Specialist, teachers

*Timeline for Implementation:* September 2012 through May 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 informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

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

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Improve teacher effectiveness, including those new to the profession, by providing meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

#### **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.  
In alignment with the City-Wide Instructional Expectations, school leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.

#### **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.
  - Principals and assistant principals will visit each teacher's classroom at least 6 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies.
  - Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders
  - Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.
  - Each teacher will meet with their instructional supervisor to identify individual teacher goals based on the selected teaching framework
  - Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
  - Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
  - Early in the school year, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.

#### **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.  
Teachers will design training modules and host ELA and math workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.  
 The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.

- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

**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).
  - **Professional instructional materials to support teachers in the three selected competencies**
  - **Professional Development to deepen the understanding of the Danielson framework**
  - **Teacher per session for after school programs and differentiated professional development.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

To advance teachers' skill in framing of questions of high cognitive challenge that engage students in analytic and conceptual thinking.

### **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.

In reviewing our formative and formal classroom observations for the 2012-13 school year, it was evident, that even though some teachers had shown improvement in framing questions of high cognitive challenged, there was room for much improvement in this area. We therefore decided to prioritize questioning as one of our goals for the 2012-2013 school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) 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.
- In administrative and teacher teams, view a video presentation to norm and examine samples of questions collected from 2011-2012 school year.
- A learning walk will be conducted to collect samples of questions being asked by teachers (verbal and written) in the various subject areas to form baseline data for the 2012-2013 school year.
- Professional Development on deepening the understanding of the characteristics of higher order thinking skills and using questions to promote academic rigor (Danielson 3b) will be conducted three times during the school year
- Teachers, along with administrators, will discuss, analyze and model questions aligned to Bloom's Taxonomy and Webb's Depth of Knowledge Levels.
- Teachers will work in teams to create questions that are on the analytic, synthesis and evaluation levels of Bloom's taxonomy and Webb's DOK levels 3 (Strategic Thinking) & 4 (Extended Thinking).

### **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 informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings

- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

**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).
- **Professional development will be conducted on the following topics:**
  - Higher order or critical thinking questions
  - Student generated questions, reflective of the higher levels of Bloom's Taxonomy and Depth of Knowledge will be evident in student portfolios
  - Bloom's Taxonomy and Webb's Depth of Knowledge
  - Teaching Students to Think about Thinking
  - Text Dependent Questions and Text Based Questions

### **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	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>-Rourke Non-Fiction Skill builders</p> <p>-Push-in/Pull Out AIS teachers- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>-</p>	<p>371/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading skills; performing arts electives available after instruction</p>	<p>During the day, before school and after school, and Saturday Academy</p>
Mathematics	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum</p> <p>Orchard Math technology based program</p> <p>-Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>-</p>	<p>371/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading skills; performing arts electives available after instruction</p>	<p>During the day, before school and after school, and Saturday Academy</p>

<p>Science</p>	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum          -Content area reading in the ELA classroom          -Push-in/Pull Out AIS teacher-small group and one-to-one differentiated instruction; 45 min./wk</p>	<p>371/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading skills; performing arts electives available after instruction</p>	<p>During the day, before school and after school, and Saturday Academy</p>
<p>Social Studies</p>	<p>Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum          -Content area reading in the ELA classroom          -Push-in/Pull Out AIS teacher-small group and one-to-one differentiated instruction; 45 min./wk</p>	<p>371/2 minutes small group instruction, Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading skills; performing arts electives available after instruction</p>	<p>During the day, before school and after school, and Saturday Academy</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>-Group/individual counseling-small group counseling and intervention; grades 6-8          -Home Visits- family counseling , students not meeting promotional criteria          -Parenting tips/counseling-homework help, referrals to outside agencies          -Participation in monthly PTA meetings</p>	<p>One to one and small group</p>	<p>During the day, before school and after school</p>

### 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 ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

**(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***

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.



**2013-14 School/Comprehensive Educational Plan (S/CEP) Initial Goal and Budget Alignment Form**

19K292

**DBN**

Gloria Williams-Nandan

**Principal Name**

June 19, 2013

**Completion Date**

The S/CEP Initial Program and Budget Alignment reflect the School Leadership Team's (SLT) review of the 2012-13 S/CEP goals and creation of preliminary 2013-14 S/CEP goals.

**Directions:**

As part of the annual school based planning process, your school's SLT will review the preliminary S/CEP goals, programs, and budget allocations for the upcoming school year. The SLT will revise the 2013-14 S/CEP in the fall of 2013 to ensure that the S/CEP goals and programs are updated to reflect your students' achievement data from 2012-2013, once it is available. The preliminary goals and/or programs below listed should be discussed with the SLT and included in the revised S/CEP. For all SLT meetings, minutes, sign-in sheets and agendas should be kept on file at the school.

Using the chart below, write in your school's preliminary 2013-14 S/CEP goals and budget allocations. Indicate in the appropriate column if the goal and/or program are the same as those for 2012-13. **Marking "X" without including the written goal will be considered incomplete.** A written explanation justifying that the school based budget is aligned to the S/CEP should be included in the "Budget and Resource Alignment Justification" section of the form. This form must be completed and uploaded to the [iPlan portal](#) by June 21, 2013. *Schools that are "In Good Standing" which complete a CEP should have between three and five goals. Priority and Focus schools that complete an SCEP must have five goals and address each tenet of the Diagnostic Tool for School and District Effectiveness (DTSDE).* A copy of your most recent S/CEP can be found on the [iPlan portal](#).

Goal number	Preliminary 2013-14 S/CEP Goal and/or Program Description	Mark "X" if the preliminary S/CEP goals and budget allocation are the same as those for 2012-13	2013-14 Budget and Resource Allocation Alignment Justification
1	<b>Goal #1: Black or African American students will increase their performance as evidenced by a minimum of 2% increase in students performing at or above level 3 in the New York State English Language Arts examination by June 2012.</b>	X	The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP. This goal aligns with the following budget sources: School Wide Program, Tax Levy, Title I.

2	<p>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</p> <p><b>English Language Learners</b> will increase their performance as evidenced by a 2-3% increase of students performing at or above level 3 in the New York State English language Arts examination by June 2012.</p>	X	<p>The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP.</p> <p>This goal aligns with the following budget sources:</p> <p>School Wide Program, Tax Levy, Title I, Title III, and Grants</p>
3	<p><b>Annual Goal #3</b></p> <p><b>Students With Disabilities</b> will increase their performance as evidenced by a 20% increase performing at or above level 2 in the New York State English Language Arts examination by June 2012.</p>	X	<p>The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP. This goal aligns with the following budget sources:</p> <p>School Wide Program, Tax Levy, Title I.</p>
4	<p><b>Annual Goal #4</b></p> <p><b>Students With Disabilities</b> will improve their Performance Index in math as evidenced by a minimum of 2-3% increase in their performance at or above level 3 by June 2012 at the New York State math examination.</p>	X	<p>The school based budget is aligned to the CEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the CEP. This goal aligns with the following budget sources:</p> <p>School Wide Program, Tax Levy, Title I, Title III, and Grants</p>
5			



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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

Principal <b>Gloria Williams-Nandan</b>	Assistant Principal <b>Evelyn Maxfield</b>
Coach <b>C. Minnis English Language Art</b>	Coach
ESL Teacher <b>I. Barth</b>	Guidance Counselor <b>F. Hannel</b>
Teacher/Subject Area <b>Y. Alleyne (ELA)</b>	Parent <b>S. Joseph</b>
Teacher/Subject Area <b>K. Poslett (ELA)</b>	Parent Coordinator <b>J. Jenkins</b>
Related Service Provider <b>C. Cohen Speech</b>	Other <b>K. Nipper (Math)</b>
Network Leader <b>Mae Fong</b>	Other <b>T. Williams (Math)</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>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</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>788</b>	Total Number of ELLs	<b>51</b>	ELLs as share of total student population (%)	<b>6.47%</b>
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## Part II: ELL Identification Process

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

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

1. During the admission process, parents of all students complete a Home Language Identification Survey (HLIS).

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							15	15	21					51
<b>Total</b>	0	0	0	0	0	0	15	15	21	0	0	0	0	51

### B. ELL Years of Service and Programs

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

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

### Courses Taught in Languages Other than English ⓘ

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

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

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

### B. Programming and Scheduling Information--Continued

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

8. ELLs receive intervention in ELA, Math and the other content areas. Achieve 3000, a literacy based program, is used to supplement language acquisition and development in ELA, while the students are exposed to the Orchard intervention program in math. Our beginning and intermediate ELLs benefit extremely from the these programs. We also provide Saturday Academy and the 37 1/2 minutes where ELLs are targeted in small groups. The ESL teacher who pushes into classes, offering support. Additionally, there are Spanish editions of text books in the content areas to help supplement the students' language acquisition.
9. ELLs reaching proficiency are also targeted in after-school and Saturday Academy programs. Additionally, they are included in small group tutoring during the day. These former ELLs are afforded testing accomodations similar to those of current ELLS if needed.
10. Currently we do not have any new programs. However, in the future we would consider grants in order to implement new programs.
11. At this time we are not discontinuing any programs.
12. Our ELL population has equal access to all programs during and after school. (ex.. martial arts, marching band, african drumming, basketball.....) ELLs participate in a performing arts elective for 90 minutes each week. Additional tutoring is provided to advanced ELLs and transitional students to ensure they maintain a successful grade on the NYS ELA and Math exams. All ELLs are serviced during the additional 37 1/2 minutes and Saturday Academy.
13. Achieve 3000, Renzulli Learning, bilingual glossaries, ipads, laptops, smart board, classroom libraries.
14. Native Language support is delivered by using laptops, ipads, classroom libraries and glossaries.
15. Classroom libraries that are in native language that are purchased are at the middle school level. Additionally, Achieve 3000 that is used is the Teen Connect version, which is for early teenagers and Renzuilli Learning provides the learning profiles for students which help teachers to further customize instruction for the students.
16. Incoming students and parents have the opportunity to visit and tour the school at the end of the school year. They receive an orientation that helps them to adapt to the requirements of the school.
17. At this moment, we are not offering language electives. However, in the future we would like to offer foeign language to students.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

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

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

### E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	2	5					9
Intermediate(I)							4	1	9					14
Advanced (A)							9	12	7					28
Total	0	0	0	0	0	0	15	15	21	0	0	0	0	51

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		4		6				13
7	4		5		2		3		14
8	1		14		4				19

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

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

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

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

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

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

- We utilize the results of the LAB-R and the NYSESLAT, and the NYS tests in English language arts and math, teacher made unit tests and quizzes to make informed decisions about the skills of our students. The data helps us to create multiple entry points for our beginning, intermediate, and advanced ELLs. Much more than tell us the literacy skills that our ELLs are deficient in, the data helps us to group our students and provide skill-specific instruction for them.
- While more students display proficiency in listening and speaking, reading and writing continue to pose a challenge.
- The NYSESLAT modalities will affect the way we tailor instruction for ELLs. Three ELA teachers, along with the ESL teacher, will work collaboratively to analyze the data. Based on our data trends, we will focus much more heavily on the reading and writing modalities, as these continue to be the areas of struggle for ELLs.
- ELLs are performing comparably to their peers in the same grades in ELA. Like much of our subgroups, a large percentage of students are performing at Level 2 at the NYS tests in ELA and math. However, when given an opportunity to take tests in their native language, there is evidence that ELLs out-perform comparable to other subgroups.
  - School leaders and teachers are using the ELL Periodic Assessments to differentiate instruction and implement flexible grouping in the classroom. Additionally, they use NYC Acuity to customize assignments and assessments to help to fulfill the needs of the ELLs.
  - The school is learning the specific areas that need to be targeted. This helps us to customize instruction for certain groups of students and also helps teachers across content areas to create and maintain a focus on specific skills in which students are deficient.
- N/A
- The success of our programs for ELLs is measured by the comparison of diagnostic testing data against formative and summative testing. Additionally, projects, portfolio pieces and teacher made assessments are used to evaluate the success of our ELL program.

**Additional Information**

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

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 5      **Network:** 535

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

**Part A: Needs Assessment Findings**

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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.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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

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

## 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: Margaret Douglas	DBN: 19K292
Cluster Leader: 5	Network Leader: Debra Maldonado
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: 1
# of content area teachers: <u>2</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: This program is designed to address the needs of all ELLs, beginners, intermediate and advanced and former ELLs. Sixth, seventh and eighth grade students will be served. The program is offered to all ELL's, former ELL's and SIFE students. Students are given permission slips which their parents complete and return. One of our school aides, who is bilingual, assists in this process.

The After-School program begins in November and ends in April. It operates twice weekly from 3:30pm to 5:30pm and will run for a total of 24 weeks, therefore, 48 sessions. During these sessions students will be instructed in English. Courses are offered in English Language Arts and math. Each day, students receive instruction in English Arts and math, one hour for each session. The ESL teacher pushes into one group and then alternates to the other group. The language of instruction is English.

A diagnostic test is administered to determine the students' strengths and weaknesses and they will be exposed to skill-based instruction in both reading and math based on their weaknesses. Our primary material will be the "Keys to Learning: Skills and Strategies for Newcomers." and "Finish Line for ELL's" in math. In addition, beginning students will use Rosetta Stone: English to boost their language acquisition skills.

Three teachers, one certified in English as a Second Language, one certified in mathematics and one certified in English language Arts are employed work in this program.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

### Part C: Professional Development

in other content areas with those teachers during professional development periods.

Professional Development topics include, but are not limited to:

- Alignment of ELA CCLS with the NYS ESL Standards, helping all teachers bring the CCLS into their lessons for ELLs
- Introduction of teachers to the Sheltered Instruction Observation Protocol (SIOP), originally developed for solid lesson planning for ELLs, but appropriate for all classrooms. We will also introduce the CALLA (cognitive Academic Language Learning Approach) model for second language instruction for ELLs, the first step (introduction) to a network wide ESL book-study we will be implementing.
- ELL Language Acquisition strategies to be used across all content area

“Supporting ELLs in the General Education Classroom”

“Differentiating Instruction to Meet the Needs of ELLs”

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

### Part D: Parental Engagement Activities

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

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

Begin description here: It is imperative that parents of ELLs are deliberately involved in the education of their children. To this end I.S 292 will offer, in the ESL after school program, opportunities for ESL parents to join and learn the basics of the English Language. This would give the parents time to spend with their children and students will feel encouraged to see their parents trying to learn the language. We will hold a multicultural food night where parents can volunteer to cook/bake something from their culture and have others eat and communicate with one another. Additionally, we will encourage parents that are literate/not literate in their native language to read with and to their students each day to build that connection and bond between the parent and the students. We will also send home books in students reading level and have the student read the books to their parents thus building on their English language.

### Part E: Budget

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

Allocation Amount: \$

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