



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MARY MCLEOD BETHUNE

DBN: 05M092

PRINCIPAL: ROSA DAVILA

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SUPERINTENDENT: GALE REEVES

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
Rosa Davila	*Principal or Designee	
Sandra Robinson	*UFT Chapter Leader or Designee	
Angelina Raules	*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	
Tricia Gordon	Member/Chairperson UFT	
Yolanda Smith	Member/Secretary UFT	
Keisha Williams	Member/Parent	
Monique Tarry	Member/Parent	
Charisse Shorter	Member/Parent	
Latoya Carter	Member/Title I Representative	
	Member/	

** 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.

To increase students' performance in 2013 NYS ELA Performance Assessments by 5% in levels 3 & 4 by June 2013

Comprehensive needs assessment

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

After analyzing the 2012 New York State ELA test performance data for grades 3 through 5, it was determined that our ELA scores last year increased by 7 percentage points, and the evidence indicates that focusing on the writing component will hopefully continue to allow us to achieve growth in the English Language Arts Test

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,

Using data to effect change –

The nySTART report was used to analyzing students' performance on the 2012 NYS ELA Assesments. Findings showed that our writing instruction continues to need improvement in order for students to be performing at or above a proficiency rate of level 3 or 4.

- b) key personnel and other resources used to implement these strategies/activities,

The school will continue to strengthen the writing component by doing the following:

- ***Design2 ELA units of study and continue aligning the ELA common core standards to current instructional programs.***
- ***Teachers will collaborate on designing units and tasks that are designed to meet the needs for All students.***
- ***Continue to provide writing workshops to teachers in adapting ELA CCLS units of study to current ELA curriculum.***

- *After school programs will focus on integrating CCLS writing activities and projects.*
- *Development of our own Acuity baseline test in order to focus and assess students' writing skills and hone in on student specific needs.*
- *Continue Monthly Principal's Writing Contest.*

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) The school will include teachers in the decision-making by participating in the following:

- **Professional Learning Communities (PLC) will meet on and across grade levels to focus on improved teacher practice in implementing the Writing Workshop through the analysis of student writing on an ongoing basis.**
- **Grade level teacher teams will meet at least once per week to analyze patterns and trends in student writing and to develop data driven instructional plans to improve student performance.**

e) 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.
 - Conducting workshops to develop parents' awareness of New York writing standards and the schools Balanced Literacy curriculum.
 - Providing materials and training to help parents work with their children to improve their achievement level writing.
 - Conducting workshops facilitated by the coach and instructional support team from the CFN to demonstrate the Writing Workshop
 - 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;

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:

Contract for Excellence, ARRA, and Race to the Top (RTTT) funding used for per session and AIS services to students.

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).

All SWDs, ELLs, and Gen. Ed. students performing below grade level in ELA will receive intervention services provided by the AIS teachers.

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.
To increase student performance in 2013 NYS Mathematics Assessments by 5% in levels 3 and 4 by June 2013.

Comprehensive needs assessment

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

After analyzing the 2012 New York State Math test performance data for grades 3 through 5, it was evident that the school flat-lined in Math for the last two years. As a result, a focus on integrating the writing workshop particular during math instruction and aligning the Common Core Standards to our math curriculum with a focus on the 'math emphasis' was determined.

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,

Using data to effect change –

The nySTART report was used to analyze students' performance on the 2012 NYS Math Performance Assessments. Data emphasized that our Math instruction needs further alignment to the new common core standards order for students to achieve at or above proficiency rate of level 3 and 4

- b) key personnel and other resources used to implement these strategies/activities,

The following will be implemented in order to ensure student growth in mathematics:

- ***Continued professional development in the alignment of the Common Core Math Standards to the curriculum. This will include the revision of existing curriculum maps using the new mathematics scope and sequence and the mathematics alignment guidance document.***
- ***Teacher and grade level groups will explore Common Core Standards resources and tools available at the Common Core library and engageny sites Math block instructional period will be implemented and interchanged with the literacy block period throughout the year, to provide greater opportunity for small group math instruction with the support of push-in teachers.***
- ***School will purchase additional common core aligned materials that lends itself for more rigorous student engagement in math.***
- ***Focus for workshops will be on the alignment of the Common Core Math Standards and increasing student achievement***
- ***Additional two professional development days will be focused on the teaching of mathematics and student assessment.***
- ***Acuity and student works will be used to monitoring student fluency on basic math skills.***
- ***Academic intervention service will focus on providing struggling students more support in achieving higher mathematical levels of understanding.***
- ***School developed an assessment***

- ***Inquiry teams will work on***

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- **Professional Learning Communities (PLC) will meet on and across grade levels to focus on improved teacher practice in developing writing in Mathematics through the analysis of student writing on an ongoing basis.**
- **Grade level teacher teams will meet at least once per week to analyze patterns and trends in student writing and to develop data driven instructional plans to improve student performance.**

- d) 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.
 - ✓ **providing materials and training to help parents work with their children to improve their achievement level literacy and math**
 - ✓ **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;**

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:

Contract for Excellence, ARRA, and Race to the Top (RTTT) funding used for per session and AIS services to students.

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).

All SWDs, ELLs, and Gen, Ed. students performing below grade level in ELA will receive intervention services provided by the AIS teachers.

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.

Inquiry Teams will improve their use of data driven instruction, by designing 2 ELA and Math units of study aligned to Common Core standards. Teachers will design assessments and tasks that will be used to analyze, track and monitor students ongoing performance. Data will also be used to targets specific ELA and Math skills raising students achievement levels in meeting and exceeding proficiency rates.

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.
The Common Core State Standards (CCSS) has been adapted by New York State. As a result, it was determined that to build capacity among pedagogues on the CCSS and its implications for curriculum mapping/unit development and instruction that a comprehensive professional development plan be implemented to improve teacher instructional and assessment practices in order to increase student performance.

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,

Four Common Core Standards-aligned units (two each for Mathematics and English Language Arts) will be used to assess and monitor students ongoing performance in Math and ELA. Data from these assessments will be used to measure students' understanding and determine if objectives for units were achieved. Data will also be used to target the specific demands of all sub-population and hence the needs and learning styles of each student in their classrooms. key personnel and other resources used to implement these strategies/activities,

In order for teachers to strengthen their ability to engage the children in rigorous instructional practice the following will take place:

- ***Conversations/Professional Development throughout the year on improving teacher instructional and assessment practices.***
- ***Administrators and Instructional Leaders will meet weekly to monitor and assess the implementation of Common Core Standards and Common Core Units.***
- ***Teachers will meet every Thursday with Instructional Leaders and Administrators to review and discuss students' progress in ELA and mathematics.***

Teachers will be provided time for intervisitation of exemplary classes.

- a) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- **Common Planning time schedules.**
- **Copies of revised curriculum maps**
- **Copies of units and student work samples.**
- **Agendas/Minutes for Instructional Leader meetings.**
- **Schedule for teacher visitations.**

b) 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.
 - ✓ **Providing training to parents on the CCLS and resources to help parents to better support their children to improve their achievement level in ELA and Math.**
 - ✓ **Providing training to parents on classroom data analysis that will allow them to understand how the data is used to guide the teaching and learning in the classroom.**
 - ✓ **Provide on-going training for parents on support systems like ARIS to allow for continuous access to their children's data to help with support at home.**
 - ✓ **Providing ongoing training and assistance to parents in understanding city-wide, state and Federal assessments.**

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:

Contract for Excellence, ARRA, and Race to the Top (RTTT) funding used for per session and AIS services to students.

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).
All SWDs, ELLs, and students performing below grade level in ELA will receive intervention services provided by the AIS teachers.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Quick Reads- Researched Based Fluency Program, Comprehensive Reading Assessment, Rewards, Strategies (Options), Spell Read Language Program, Accelerated Reader, Vocabulary and Structured rehearsals in writing.	Small group instruction and one-on-one	2xs per week, 45 minutes each day, pull out(Grades 1& 2) daily 2xs per week for 45 minutes each day (Grades 3-5)
Mathematics	Everyday Math, Options, Kaplan Math, Math games, Math centers, Computer programs (School House Rock! Arthur’s math games, Jumpstart).	Small group and individualized instruction	2 xs per, 45 minutes each day, push-in/pull-out (Grades 1-5).
Science	Foss, Delta, Kaplan, Investigations, games,		

	Science centers, Computer programs.		
Social Studies	Houghton Mifflin, Kaplan Best Practices, games, Science centers, Computer programs.	Small group and individualized instruction	2xs per, 45 minutes each day, pull-out (Grades 1-5).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk service is provided to students in a crisis situation. Students who are experiencing severe challenges and are in danger of hurting themselves and or others, are provided with immediate intervention.		

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.

Newly hired Teachers are hired based on the guidelines/requirements set forth by the Department of Education (DOE) and New York State Education Department (NYSED); that is meeting the certification requirements for the area being hired.

Teachers continue to benefit from differentiated professional development sessions on-site and off-site in areas demonstrated as needing improvement based on formal/Informal observations conducted by the administrative team. Professional development sessions are geared towards increasing pedagogues' content knowledge and professional growth in meeting the needs of all students.

The pupil personnel secretary will work closely with the CFN human resource liaison to monitor and ensure that non-HQT meet all required documentation and certification.

Mentors are assigned to support teachers who require support to improve instructional practices.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Renardo Wright	District 05	Borough Manhattan	School Number 092
School Name P.S. 92/Mary Mcleod Bethune Academy			

B. Language Allocation Policy Team Composition

Principal Rosa M. Davila	Assistant Principal Yvonne Wilkinson
Coach	Coach
ESL Teacher Rodolfo L. Macasinag	Guidance Counselor type here
Teacher/Subject Area Margo Young (Science-FOSS Prog	Parent Angelina Rauls, P.A. President
Teacher/Subject Area	Parent Coordinator Sherryl Ortiz
Related Service Provider Rosalind Bates(IEP/50/50)	Other
Network Leader Renardo Wright	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. School Demographics

Total number of students in school	280	Total Number of ELLs	39	ELLs as share of total student population (%)	13.93%
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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. 

Response to questions 1-6

* P.S.92/Mary McLeod Bethune Academy is a Pre-K through Grade 5 elementary school which provides ESL services in the ESL Free Standing program using both Push-in and Pull-out models. Following the initial intake information and identification of potential ELLs during the registration which is primarily based on the administration of the Home Language Information Survey (HLIS) to the parent or guardian with the licensed ESL teacher in coordination with the pupil accounting secretary of the school helping to complete this process which also includes an informal oral interview. The LAB-R is then administered to the eligible student within 10 school days. The administration of the Spanish LAB is also done within the same ten-day window if the new entrant's native language is Spanish. The new admit 's LAB-R is hand-scored and is immediately placed in the school's Free Standing ESL program according to his language proficiency, i.e. if the student is an ELL at the beginning, intermediate or advanced level. All eligible ELLs including the ones who were LAB-R tested are officially identified based on the ATS-RLAT roster who are NYSESLAT tested in the Spring in the four modalities of speaking, listening, reading, and writing. This New York state standardized test is administered annually to the ELLs to measure their English language proficiency at the beginning, intermediate, advanced or the proficient level at which a student is exited out of the ESL program. Based on the combined results of the subtests Speaking/Listening and Reading/Writing, the school uses the available data for planning the instructional goals of the ESL program for the following school year. Parents of students who tested out of the program are sent non-entitlement letter by the ESL teacher in the beginning of the school year. During the school year, periodic assessments alongside with other formal and informal assessments are given to the ELLs to prepare them for the NYSESLAT in Spring. Programatically, these ELLs are grouped for ESL services based on their English proficiency levels on the same tests or LAB-R in the case of new ELLs to the English language school system(ELSS).

* Every time new ELLs are admitted to the school, the parents are notified using the standard letter forms in the home language (if available in the DOE-ELL web link/search engine) accompanied by the Parent Program Survey and Selection Form. This provides for the very important parental involvement in the very beginning of their child's English language schooling. The parents are then scheduled an orientation session during which time the ESL program components and its requirements are explained to them along with the other two models of language programs which may be available at other schools within the district. A video presentation may be used or the usual informational meeting which answers all the questions of the parents concerning their program choice for their ELL children. Since the enrollment of ELLs at P.S. 92 has been sporadic across the grades and with about only 7 to 10% of new students speaking major languages, e.g. Spanish and Arabic being admitted to the school in a given school year, language learning programs such as the dual language or the transitional bilingual education program which hinges on the language learners' first or native language for the development and acquisition of the target language, i.e. English in the case of the latter, designing of either program is not feasible until the present time. Other demographics and factors must be carefully considered for such other programs to be implemented. Therefore, the trend in program choices leans toward the existing Free Standing ESL program that P.S.92 offers and implements that supports the overall philosophy and mission of the school. The ESL program at our school is very much aligned with the parents requests. Parents of English Language Learners continue to have their children receive English language instructions from the program as long as 3 years or more unless an ELL tests out of the ESL program. For the last 5 years or so, it has always been the

Free Standing ESL program that is available to the ELLs. If ever TBE a TBE or Dual Language program becomes another available ELL program, then concerned parents will be informed accordingly as explained during the parent orientation meeting.

* For all other entitled ELLs during the current school year, in the beginning of the school year (first week of September), all letters of entitlement are sent to the parents of ELLs. Copies are made and kept as part of the school's ELL binder and for records management. Some parent forms (in their home language) which need signatures are also collected and maintained. The Parent Survey and Program Selection Forms are usually sent home to the parents of the new ELLs to inform them about their choices/options after their children are tested and officially identified as eligible ELL. The parent is given a week or so to come in for the orientation meeting and the same form is completed and signed. Copies are made, dated, and kept to ensure that follow-ups through phone calls can be made if a parent fails to show up for the scheduled parent orientation meeting. A separate folder is kept for these Parent Survey and Program Selection forms and as it shows as in the previous years, ESL program is the choice of these parents who enrolled their children at our school.

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

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	1	1	0	0								2
Total	0	0	1	1	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0		0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	3	8	13	0	0	0	0	0	39
Total	26	3	8	13	0	0	0	0	0	39

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	5	3	1	8								24
Chinese														0
Russian														0
Bengali			1			1								2
Urdu														0
Arabic	2			1										3
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1	1	1								5
TOTAL	6	4	7	5	2	11	0	0	0	0	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Response to questions 1-7

* The Free Standing ESL program of the school which is the only ELL program available to our ELLs implements both Pull-Out and Push-In organizational models which are multi-grade and heterogeneous. There are six (6) groups of ELLs across the K-5 span. There are 2 groups in the same grade and class being seen for the "push-in". Most students primarily receive instruction using the "pull-out" model. The 'pull-out' periods usually occur after the Literacy/Math blocks. These sessions are designed and scheduled with the new entrants and beginning ELLs receiving remediation, extension, and or enhancement language activities. ELLs in the intermediate and advanced levels focus more on English language refinement or in-depth activities such as word studies and spelling patterns and rules, vocabulary and reading comprehension activities and also writing process mini lessons to help them with their Literacy portfolios.

*Following the mandates of both the Part 154 of the Commissioner's Regulations and the NYC DOE – Department of ELL initiatives, as it is described above, P.S. 92 is following a combined 'push-in'/'pull-out' models of instructions for the targeted ELL population in its Free Standing ESL program. To ensure that mandated minutes of ESL instructions are provided to each student, a flexibility in scheduling each group is being followed for the group a student belongs to, e.g. if an ELL is a "Beginner", he receives 360 minutes of ESL instruction which could last from 45 to 90 minutes in a given session/period of a day for several times in a week to meet the mandated total minutes. For example, a group of ELLs comprising of all K and 1 students at the beginning level, receives 72 minutes of ESL instruction from Monday to Thursday in a morning period and another 72-minute ESL instruction in another period on Friday, totalling 360 minutes of mandated ESL instruction. The same holds true for the individual ELLs in the intermediate level in a given group. Another group, "Advanced" ELLs in grade 2 are seen twice a week for 45 minutes in their class for "push-in" and 2 times a week for "pull-out" to meet the 180 minutes of instruction for that targeted group. Of course, ELA instructions are addressed fully during the literacy block in the classroom where an ELL belongs.

* Since there is no TBE program in our school, NLA minutes can not be provided.

*To accommodate the ELLs language needs at the different proficiency levels and focus on specific language modalities and areas of language learning, the program carefully considers lesson activities and appropriate up-to-date ESL materials which are specific to a

A. Programming and Scheduling Information

particular group/class. Pull-out periods are assigned to particular groups, e.g. advanced ELLs to follow up on their academic/content area learning: vocabulary development in contexts, concepts and processes become parts of their daily instructions using the available resources in the ESL program like the Oxford Picture Dictionary and English Language program in the Content Areas, the school library and the internet and its electronically transmitted information. This year, English grammar will be given emphasis in the writing activities of ELLs who have been in the ESL program for 4 to 6 years to polish their writing craft.

*Activities which are also thematic in nature are also planned in a given subject area to ensure that not only vocabulary but also concepts and processes are learned by the students. Use of pictures and realia support and embellish these language and content activities. Approaches which scaffold knowledge and second language acquisition like the CALLA and Writing in the Content Areas are being utilized for teaching the ELLs at P.S. 92.

* For ELLs less than 3 years in the ESL program, much emphasis is given in building the foundation for their beginning reading and writing via a multi-sensory approach. Vocabulary by theme is also taught to lay the groundwork for early content area learning in areas like Social Studies, Science, and numeracy following the school's integrated curriculum and Understanding by Design.

*As every school admits every now and then students who are categorized as SIFE (Student with Interrupted Formal Education), it is essential that a component of the existing ESL program be devoted to assisting this type of students at every level of language proficiency to set the stage for their eventual mainstreaming in the regular classroom. To this end, our school will provide and devote small group or one on one assignment periods to maximize both social and academic learning of such category of ELLs. With the 'newcomers' group, flexible

grouping not considering their mental ages/grade levels will be accommodated to explore creative ways of differentiating teaching, e.g. 'Buddy Readers', varied pacing with individual ELLs with anchor options, 'Think-Pair-Share' by readiness, interest, and learning profile, etc. This year, ESL program will try out middle differentiation activities and hopefully in the coming school year, high-prep differentiation language and content learning activities.

* For our long-term ELLs (LTEs), to dedicate more time to their classroom works and assignments, e.g. literacy and writing for their math portfolios, completion and refinement will be addressed individually. ESL packets that tie-in and support higher thinking skills in reading as well as writing will be given periodically to individual LTEs to work with, followed up and completed.

*On the part of ELL-SWDs, for the past several years, the school has created grade appropriate Collaborative Team Teaching (CCT) classes each school year to address curricular, instructional, and scheduling flexibility to meet the diverse needs of a few of our ELL-SWDs within the least restrictive environment. In doing so, equal access to instructional strategies and grade-level materials are afforded the same students with the regular ELLs and the rest of students in the same CCT classes in the general education. The CCT classroom teachers in the end help these kind of students academically and accelerate English language development. And also, the school has dedicated a position for a 50/50 IEP/SETTS teacher, so that the ELL-SWDs mandated services on their IEPs are taken care of. The same teacher is in charge of providing information on the IEPs of this category of students to the ESL teacher to ensure that ESL instruction and other related services may be provided appropriately as mandated in the student's IEP.

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:

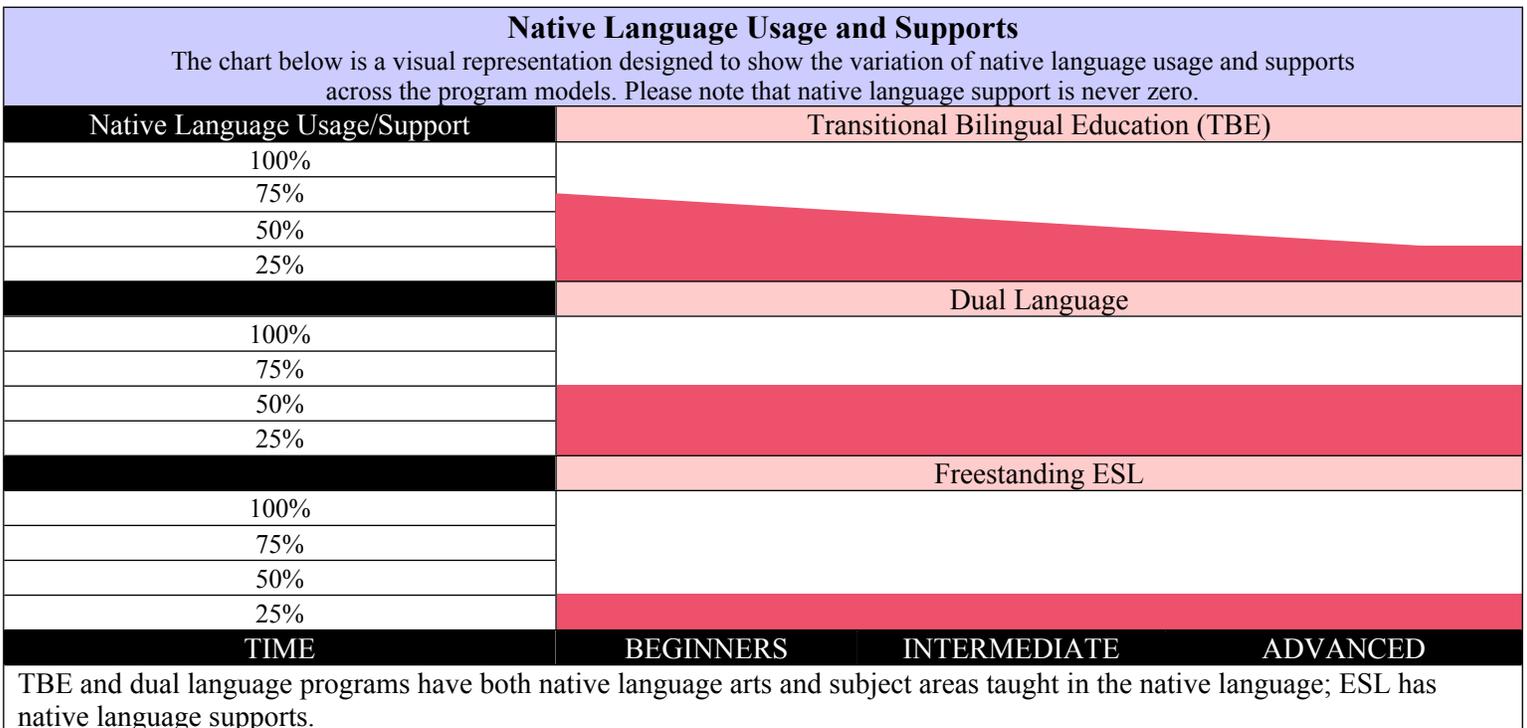
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Response to questions 8-17

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)?

The implementation of mandated minutes of ESL instruction is always a challenge and is evident in the beginning of the school year for a school implementing only the Free Standing ESL program. To address this challenging time constraint, the school will try to fit in the push-in model for some of the ELLs in some grades with the most number of students in the classes as well as the new admitted ones. This will be done to meet the number of ESL minutes mandated for the ELLs at the different language proficiency levels. These periods will be followed up by the pull-out periods after the Literacy or Math blocks of the ELLs in their respective classes. The 'push-in' set up extends, scaffolds, and follows-up on the classroom Reading and Writing activities initiated by the classroom teacher during those block periods with support and remediated activities or enhanced independent related ESL activities/assignments from the ESL teacher. The 'pull-out' model will be adhered to for the most part by the ESL program this school year as it will flexibly meet the mandated minutes of instructions each week notwithstanding the different ages and grades of a particular language proficiency level grouping. For example, one may see a group of ELLs with 3 first graders at the intermediate level mingling with a third grade student at the beginning level and a second grade new entrant. As there are many other programs and school activities surrounding every ELL in the school, at P.S. 92, we strive to deliver the best quality ESL instructions we can offer to make their transitions and or exiting out of the ESL program a meaningful and rewarding one.

*Testing accommodations for standardized tests will be provided to those ELLs who have already transitioned to the proficient level, e.g. separate location for testing them and or extra time for completing the tests. Other ELLs will be seen as appropriate by our 2 Academic Intervention Specialists (AIS) in both lower and upper grades for ELA and Math. All our ELLs participate in the "First Option Science System" (FOSS) program across the grades. The language of instruction of course is English with emphasis on hands-on activities and experiments which support academic language development.

*All ELLs are given the same opportunity in whatever after school program and other extra curricular activities the school offer and provide to the general school population. The Intensive English-Opening Doors Program, Grades K through 5 was phased out of the ESL program 2 years ago as the consumable workbooks had been exhausted and some of the relevant contents and other information in the textbooks had been outdated. Two years ago, the school purchased Options Publishing's "Best Practices in Reading" at different levels. It was piloted by the ESL program two years ago and hopefully all other levels will be used for other ELL groupings as the materials have their interactive reading-writing features and make use of different comprehension strategies activities for reading. "Connecting Vocabulary" and "Hit the Ground Running" are being used too, by the ESL program for word study activities and to embellish the ELLs' lexicon with the different figures of speech like idiomatic expressions to enrich their English language learning. Two years ago, the school also purchased Sundance's multi-level "Comprehension Strategies Kits" to introduce the ELLs to the different techniques of understanding what they read. These new reading resources will be utilized again this academic school year to reinforce/scaffold the developing reading skills of the students in the program, especially the ELLs in the testing grades for both city and state-wide tests. In the Project CITE (Content Instruction Through English) after school program, content or subject area, e.g. Science, Social Studies, etc. materials will be purchased again this school year to enhance the planned (by the ESL Content Focus group from previous 3 years) development and upgrade of resources like manipulatives, academic/content reference books for teachers, etc. that can be used by all other teachers in the school in the future. This year "Content Vocabulary Language" (CVL) theme sets of Science, Social Studies, and Math will be purchased from Benchmark Education Company together with the Oxford Picture Dictionary for the Content Areas (purchased and piloted last year) to upgrade the ESL program's library of ELL resources and materials.

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.

Response to questions 1-3 Participating teachers in both regular Freestanding ESL and the Project CITE program are encouraged to attend the Teacher Center Partner Schools' Professional Development Mini-Conferences for Elementary and Middle School Educators for the Fall/Winter 2011-2012 as well as various UFT councils e.g. English Language Arts Council (ELAC) which is holding a workshop on October 25, 2011 on "Grammar Returns to the Classroom III. As they are offered and become available, the ELL teacher as well as the after school program (CITE) providers will be enjoined to attend such professional learning opportunities. Accordingly, "drawing on current research and best practices, the UFT Teacher Center's professional development activities for educators are designed to deepen content knowledge and enhance pedagogical skills". These professional learning opportunities range widely and are very appropriate for the participating teachers of the CITE after school program. The following school-based professional development workshops will be attended by the ESL teacher this school year: "Introduction to the Common Core Standards ELA on October 19, 2011, "Introduction to the Common Core State Standards Mathematics on October 21, 2011, "Mapping the CORE-Creating Quality Curriculum Maps on November 8, 2011, and "New Framework for Teacher Evaluation" on December 7, 2011.

There are also UFT-sponsored workshops which target specific teachers of different departments and subject areas. Our teachers are encouraged to attend as long as they are permitted by the principal. The school has also an in-house professional development program every other Thursday of the week during the last period and the teachers are required to attend, so this is another avenue of activities for educators to gain knowledge from these professional learning opportunities. The school's network also provides monthly professional development training and the ESL teacher of ELLs is permitted to attend such activity to update himself with the trends and new developments in helping ELLs attain their goals of high achievements like the other regular students.

*The Jose P. requirement for teachers is addressed accordingly as related ELL/ESL professional development activities become available for these teachers and are offered by different organizations. Most of our teachers have met this requirement of 7.5 hours of ELL training as per Jose P. The individual teacher's file maintained and kept by the school secretary will show this.

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?

Response to questions 1-4 * Parents of all ELLs are always informed and encouraged to attend and participate in all school-wide programs. First and foremost, the Parent Orientation Meetings for parents and guardians of new ELLs are strongly adhered to within the first ten days after the new ELL entrant is registered. The ESL teacher follows-up parent notification and entitlement letters with phone calls so that they are properly informed of available ELL program for their children and their other choices or options. Notices and calendars of activities are sent home as needed. Translation budget necessitates some of our parents to help in the translation of all major communication in Spanish and French. The school also partners with CBOs like the Harlem Hospital, the D.A. Office, police precincts and other local organizations within the community to provide workshops and or services to the parents of our ELLs. The parent coordinator of our school assists parents in such activities/services. She also provides monthly calendar of activities translated in Spanish and French for all ELL parents. As mentioned in the other part of this LAP, surveys like HLIS and Parent Program Selection Forms in the parent's home language are some of the tools the school use to assess the needs of our parents that relate to the education of their children. Periodic telephone calls are made to ask and let them know of the specific concerns of their children, e.g. school trips requirements and other out of school activities. The school also enjoins parents of ELLs to participate in our celebration of holidays and cultural assemblies and programs participated in also by all our ELLs. This school year, a bi-monthly assembly program by theme has been planned and parents will be invited to attend. Periodic parent activities sponsored by the Office of English Language Learners will also be disseminated to the parents and guardians of our ELLs. Our school is big on Parent-Teacher conferences, another important event where parental involvement takes place. In the beginning of the school year, P.S. 92 has also a "Meet and Greet" program for all parents including all ELL parents where they can speak with the classroom teachers and other school staff and service providers and even observe classes of their children. There is also a "Mom's Day" where all mothers and "Dad's Day" where all fathers come to their children's classes to participate and interact. These parental involvement events take place in the latter part of the school year.

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)	4	2		2	1	2								11
Intermediate(I)		1	1	3		2								7
Advanced (A)	2	1	4		1	5								13
Total	6	4	5	5	2	9	0	0	0	0	0	0	0	31

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	5	5	0	10
4	1	4	3	0	8
5	1	4	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		3		5		2		10
4	0		7		2		0		9
5	2		1		2		0		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		3		0		7
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - 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?

6. Describe how you evaluate the success of your programs for ELLs.

Response to questions 1-6 * The school uses ECLAS -2 and sample writing analysis to assess the early literacy skills of our ELLs along with the other students in the primary grades. The resulting data together with the results of the NYSESLAT provide important information not only on the beginning literacy of our ELLs but as well as the reading levels, other areas of language development and readiness for the next grade. This Spring 2011 administration of the NYSESLAT, 3 or 25% of our fourth grade ELLs tested out of the ESL program. 50% of our former Grade 3 ELLs passed the same tests and exited out our Free Standing ESL program this school year. Majority of our ELLs across the grades scored at the advanced to proficient levels in the Listening/Speaking subtests of this year's administration of the NYSESLAT. About 80% of the target population scored at the intermediate and advanced levels overall across the grades. The Reading/Writing subtests more or less yielded the same results, about 75% of our ELLs scored from intermediate to advanced and 3 ELLs in the first grade at the proficient level. Less than a quarter of the school's ELL population scored at the beginning level, majority of which are the new entrants to the school/first year enrollees in the ELSS. This Spring administration of the NYSESLAT shows around 75% in the advanced to proficient levels in all 4 modalities from our first and fourth grade ELLs who took the tests. As in any ideal language program, all four modalities are addressed in deciding and implementing quality language instructions. The audio-lingual aspect of a language program always manifests itself in the beginning phase of second language acquisition for almost all new language learners with emphasis on phonological and phonemic awareness in the early grades (K and 1) to build the foundation for their initial or beginning reading. A multi-sensory approach is being used by the ESL program as well as the classroom teachers who have ELLs. The reading and writing components follow which are interrelated and connected. As such, writing pieces and other related end-products are expected to go to the ELLs' ESL portfolios. This year, an emphasis on word forms and grammar/syntax will be seen in the ELLs lesson activities across the grades (K-5). The greater weight of the first two modalities: listening and speaking always affects the implementation of lesson activities for the new ELLs in the early grades and beginners and is always the prime consideration. The focus is on the development of their social/daily functional language (to be able to express and negotiate their needs) BICS (Basic Interpersonal Communication Skills). Phonological and phonemic awareness are also key factors in developing language and their foundation of beginning reading. As their offshoots, language instructions revolve around phonics activities, e.g. letter-sound relationships, rhymes and onsets to more structured spelling patterns and rules lesson activities since these are the foundations for beginning reading of every language learner. Bearing in mind that no initial language acquisition is dependent on a particular or specific conceptual/theoretical framework, a multi-sensory approach based on the Orthon-Gillingham beginning reading program (being promoted by the Reading Reform Foundation of New York City) is being used for the above activities especially for the new Foundation) is used for the early childhood and beginning ELLs in their reading, spelling and writing activities. Using other ESL methodologies and approaches that tie in and or support the NYC DOE's Balanced Literacy, other language activities are presented which focus more on the enhancement of both reading and writing modalities with specific gradations and modifications of difficulties which result in differentiated instructions across all language proficiency levels and groupings of ESL classes both during the push-in and pull-out periods. There are no available comparable data as to how our ELLs might be performing if tested in their native languages in consideration of assessment or performance data in the content areas. With the adoption though of the Project CITE (Content Instruction Through English) After School program (now on its year) under the Title III funding, pertinent data will hopefully be collected to address this area of assessment or performance data analysis in the academic/content areas of language acquisition of the ELLs in our school. However, data are available in subject areas like Science and Social Studies for some ELLs in the ESL program who took the tests in the previous years and this

aggregate of information may be helpful in comparing ELLs in the same program population in the testing grades and also to other existing ELL programs in other schools in the district and or across the city-wide ELL population.

This school year as it was in the last, individual ESL monthly goals will be created and implemented to monitor each student's progress in all four modalities of language development vis a vis the ELA/ESL standards. Corresponding monthly assessments on unit, segment, or module of lesson activities will be administered to gather realistic data on each ELL's language needs and interests to better support their language learning.

Additional Information

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

the new ELLs in the early or primary grades. Assessment always plays a key role in planning and developing any language program, as such tests like the NYC Periodic Assessment for ELLs and other forms of evaluating the progress of every student whether it is formal or informal, is pretty much considered. For the last 2 years, our school made the "School-based Inquiry" group a major component of intervention and remediation and "moving" of students to the higher reading and writing levels of their ELA learning. Our ELLs are also recipients of this innovative and research-based collaborative process in the school.

* The inconsistencies in the number of students' scores in the standardized tests and the number of ELLs in each grade and categories reported in Part 1 Section D - Demographics may be attributed to the passing of some of our ELLs, new ELLs in the testing grades who are exempt during the first year, students who transferred to our school, and those ELLs who are X-coded and were not able to complete the tests and those who were discharged from our school, and the ELLs who graduated and moved to the middle school.

Part VI: LAP Assurances

School Name: <u>P.S. 92/Mary Mcleod Bet</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa M. Davila	Principal		1/1/01
Yvonne Wilkinson	Assistant Principal		1/1/01
Sherryl Ortiz	Parent Coordinator		1/1/01
Rodolfo L. Macasinag	ESL Teacher		1/1/01
Angelina Rauls	Parent		1/1/01
Margo Young (Science)	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		

School Name: P.S. 92/Mary Mcleod Bet

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Guidance Counselor		1/1/01
Renardo Wright	Network Leader		1/1/01
Rosalind Bates	Other <u>50/50 IEP/SETTs</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M092 **School Name:** Mary McLeod Bethune

Cluster: 4 **Network:** 402

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

Part A: Needs Assessment Findings

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

Initially, the school determines the primary language spoken by each parent through informal interviews/conversations and by looking at the information he/she provided in the "ethnicity form" during his/her child's registration. The primary source of this information however, is the Home Language Identification Survey (HLIS) which is validated by the LAB-R Coordinator of the school in collaboration with the school pupil accounting secretary. If the language spoken by the parent is one other than English, the school avails assistance from among the staff members and other parents available through the offices of parent coordinator and parent association so that the parent can communicate effectively with the department/school. The school's pupil accounting secretary records and maintains this information in each student's cumulative folder (copies of the HLIS and the ATS generated notice of admission –QADM) and also the school's file of emergency cards for each class.

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.

Since traditionally, the school enrolls about 5% of students with Spanish as their home language, the former disseminates circulars and parent notifications in that language regularly. Through the years, the school registers other students whose parents speak major languages such as Arabic, French and Chinese (less than 5% total each year). The school has addressed this concern by requesting translation of forms and letters through the Department's Translation and Interpretation Unit. Others who speak low-incident languages are treated the same way.

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.

As the internet is readily accessible for this kind of transmission of communication, the school avails of translated standard and form letters from the Department's specific web site. Foreign language versions of these documents are then printed and sent to parents together with the English version, so they can be responsibly informed of their choices/options. As the need arises, other written translation services are referred to the Translation and Interpretation Unit and or the DOE's contracted vendor directly. Monthly schedule of activities involving parent participation is sent to parents with translations in Spanish and French. The parent coordinator does this regularly, especially with activities engaging the parents with the principal in school matters that are important to the whole school community. The school also provides appropriate signage and forms especially during important occasions like parent-teacher conferences and other school meetings.

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.

Staff members and parent volunteers who may have the facility to provide oral interpretation for the parents are called to assist them. If complex task requires sophisticated translation or interpretation, then the school may avail of outside contractors or vendors provided by the Department. Otherwise, the school avails itself of the free Google translations.

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>.

Documents such as the Parents Bill of Rights, interpretation notice signs and other school plans, for example the safety plan will be made available in English, Spanish and other languages that are reflected in student and parent community. This will be accomplished through the office of the Parent Coordinator who will be responsible that such documents or other pertinent information will be explained and interpreted appropriately in the language a parent will be able to comprehend.

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: P.S. 92/Mary McLeod Bethune	DBN: 05M092
Cluster Leader:	Network Leader: Sandy Litrico
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:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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: P.S.92/Mary McLeod Bethune has 35 registered English Language Learners (ELLs) this school year 2012-2013. On its sixth year of implementation, the Content Instruction Through English or CITE after school program will once again be the venue of direct instructions for these ELLs under the Title III grant. As in the past 5 years, participating Limited English Proficient (LEP) students will engage in various English language learning activities combining them with the contents, concepts, and skills in Science, Math, and Social Studies. There will be 3 grade bands targeted for this after school enrichment program that will be meeting 3 times a week, i.e. Monday, Tuesday, and Wednesday from 3:30 to 5:30 p.m. in the afternoon. Each week, there will be 6 hours or sessions that will be dedicated to the teaching of English as a Second Language (ESL) and academic concepts to these 3 targeted groups. Each of the 3 teachers will have 12 weeks of direct instructions to the ELLs. The first group will be composed of ELLs mostly from Kindergarten and a few from Grade 1 (about 8 or 9 students). The second grade band of ELLs will come from Grade 1 and Grade 2 with around 10 students comprising the group. The last group of students will come from the testing grades, i.e. third and fourth grade ELLs. The certified ESL teacher of the school will handle the first early childhood group. The second and third grade bands will be taught by 2 common branch/content area teachers. These 2 groups will come from all eligible ELLs in the second, third, and fourth grades plus just one (1) fifth grade ELL with about 9 to 11 students per group. We do not have many eligible fifth grade ELLs this school year. Around 15 students from Grade 5 graduated/tested out of the ESL program last year. Both groups will have integrated ESL/Math, ESL/Science, and ESL Social Studies activities for 2 days and ESL/English Language Arts for 1 day. For the first group, i.e. K-1 grade band to experience Science, Math, and Social Studies hands-on activities, a day will be dedicated with their ESL teacher on neighborhood trips and other experiential activities. During the day for ESL/English Language Arts, each teacher will engage his/her students in English language development activities from phonics to writing in the content areas.

This year in the CITE program, we will introduce the Health Education component alongside Science to the 3/4 grade band. This will address significant health, dietary, and behavioral issues facing today's youth while developing academic language and awareness of the said issues. This will provide students with health education that will help them become familiar with themselves, the others, and their surroundings. Concepts through physical and other motor development activities will help the ELLs develop skills such as decision-making, self-awareness, and total body awareness.

All 3 teachers in this CITE program will integrate academic contents in the ELLs' writing activities using "Writing as Learning - A Content-Based" approach to help the students improve their writing skills in the content/subject areas. The same teachers will engage the ELLs in English language learning activities, e.g. vocabulary and concept unlocking and development through the use of investigative themes from Health Education and Science programs. Previously purchased materials will be utilized as well as existing manipulatives and photos and picture files to help the students in understanding the concepts being learned.

Part C: Professional Development

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: Participating teachers of the Project CITE program will attend all school-based professional development seminars/workshops that will enhance their teaching skills using the Common Core State Standards in the English Language Arts and the Common Core State Standards in Mathematics. All 3 teachers will also participate in the professional learning opportunities and the school's collaborative inquiry group every Thursday with their assigned grade team. Network (CFN 406) sponsored professional development activities will be attended by the ESL teacher as provided in the Network P.D. calendar with the approval of the after school supervisor or the school principal. The following are the titles and dates of PD that will be attended by the ESL teacher:

* "Student Goal Setting"- October 22, 2012

* "Text Complexity"- December 12, 2012

* CFN 406 PD TBA on January 22, 2013

* "RTI (Response to Intervention) for ELLs"- February 27, 2013.

Other NYC DOE and UFT sponsored professional learning opportunities will be considered by the CITE program participating teachers with the approval of the principal. The following 4-part workshop series of professional development which will build an understanding of the cultural, linguistic, and instructional needs impacting ELLs and SWDs will be attended too:

* Workshop 1: "Cultural, Linguistic, and Academic Needs of ELLs/SWDs"-November 27, 2012

* Workshop 2: "Instructional Strategies for ELLs with Special Needs"-January 30, 2013

* Workshop 3: "Literacy, Vocabulary, and Writing"- March 19, 2013

* Workshop 4: "Co-Teaching and Collaboration"-May 30, 2013.

This workshop series is presented by the Regional Special Education Technical Assistance Support Center (RSE TASC) and the Division of Students with Disabilities and English Language Learners (DSWDELLs) of the NYC DOE.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs are always informed on a regular basis and encouraged to attend all school-wide programs and activities that require their participation in all aspects of their children's English language learning development and well being. All school parent notifications are translated in Spanish. This school year as in the past, the school planned for a bi-monthly assembly programs revolving around different cultural and civic themes. Parents will be invited to attend these school-wide programs to celebrate with their children. Notices and calendars of other activities that will impact intergenerationally and eventually higher achievement for ELLs will be sent home to the parents and

Part D: Parental Engagement Activities

guardians every month. These are both translated in Spanish by our Spanish-speaking Parent Coordinator. A Saturday P.D. for parents is planned for the parents/guardians of ELLs on all other informative topics. In November 2012, a workshop about curriculum expectations will be held for all the parents including those of the ELLs. The school utilizes the NYCDOE ELL Department website to access letter forms for parents in other major languages. Parent volunteers who speak other languages are requested to translate/interpret for other new parents to the school on a case to case basis or as the need arises. Parents have the opportunity to meet and talk with the teachers and other school providers of their children on different occasions throughout the school year and visit classrooms to observe what their children learn.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

